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Thesis

- A STUDY OF THE ASSIGNMENT AND ITS IMPROVEMENT-

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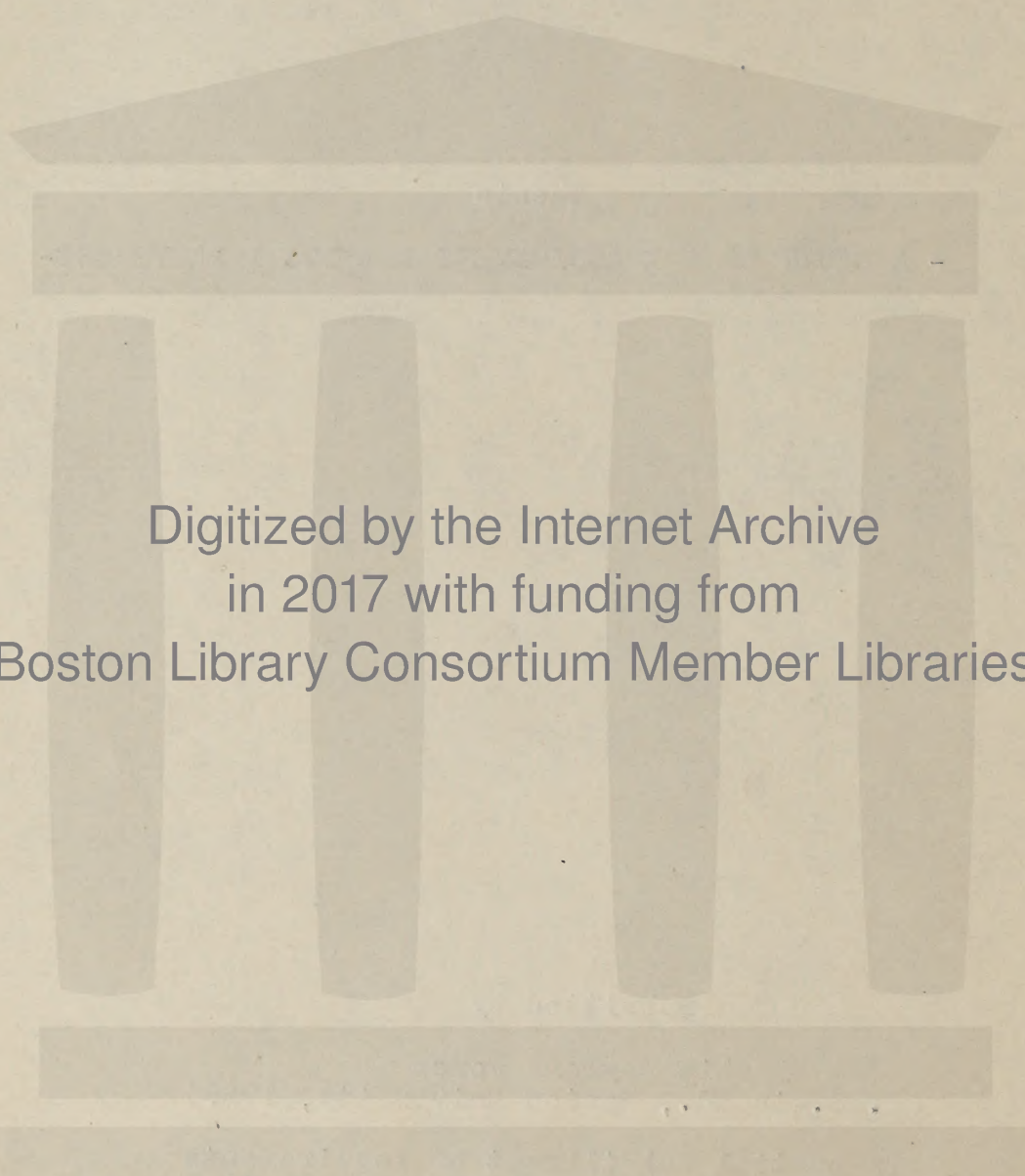
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for the degree of Master of Education

1934.

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- Introduction -

Section I

A. Reasons for the study.

During the past four years it has been the writer's task to organize a system of instruction to meet the specific requirements of the academic classes in Industrial History, Citizenship-Economics, and Hygiene-Health, at the Beverly High-Trade School. It was soon apparent that the traditional class procedure was of little value for use with these classes. The irregular enrollment, attendance, and many other considerations that are treated in detail in appendix "A", complicated matters further.

At the outset, the search for information and material proved a difficult problem. Although a wealth of data is available treating the theory of teaching, definite material concerning actual assignment content and the procedures involved, was conspicuous by its absence. I found as Yoakum did, (67:vii)*, that material bearing directly on the planning of units and assignments, and the making and use of study guides for independent study, was very difficult to find.

* All references to the bibliography are indicated in this manner throughout this thesis; thus, (67:vii), refers to Yoakum, page vii, etc. The number 67 is the "code" number for Yoakum in the bibliography, and the number vii (following the colon) is the page indicator. Complete information for each reference is given in the annotated bibliography at the end of this thesis. See section IV.

B. The Problem.

Inasmuch as data and information bearing upon the subject of the assignment was desirable and necessary to a better understanding of the problem at hand, it was decided to make a study of the "Assignment" and its associated practice. Therefore, the title for this thesis is -

"A STUDY OF THE ASSIGNMENT AND ITS IMPROVEMENT."

-Assumptions-

It was assumed, for the purposes of this thesis, that the techniques and associated processes used in the completion of class and home assignments would indicate how the assignments were made, and reveal their content and processes involved. In other words, it was assumed that assignments for class activity and for home study work could be studied and analyzed upon the basis of the techniques, methods, and associated processes used in their origin, development, construction, and completion. Further, for the purposes of this study, any job, task, or piece of work, used as a basis for class or home study activity and the necessary attached processes thereby involved in the completion of such activity, is to be considered as an assignment. By this definition the associated processes and techniques involved in the originating and completing of such activities are to be considered rather than the mere task itself.

It will be noted by the reader that a wealth of reference material has been used from several excellent sources. (This is recorded in the annotated bibliography in Section IV.) It was the aim of the writer to collect material, data, and information available; to take interpretations, suggestions, and data from these sources; and to present the material and findings in an arrangement that would be helpful to others interested in a better understanding of the assignment and assignment procedure.

C. Sources of Material.

The material for this study came, principally, from three sources:

1. From library sources, such as records, textbooks, magazines, articles, etc., by writers in the field of education. This reference material is included in a complete annotated bibliography in section IV at the end of this paper.

For convenience in indicating references contained in the annotated bibliography, key numbers have been assigned to each, and wherever these references are used or referred to, the key number is given in parentheses, with the actual page or chapter used. Thus, a reference to W. W. Charters, "Methods of Teaching" would be indicated: Charters, (3: 396).

A reference to the bibliography in section IV, at the end of this thesis, will provide complete information concerning each reference. Similarly, a reference to Yoakum, "The Improvement of the Assignment" would appear: (67:84), the 67 in the parentheses referring to the code number in the bibliography, and the 84 following the colon indicating the page of the reference.

2. An original study of the assignment and assignment practice at the Beverly High School, Beverly, Massachusetts. This study was made possible through the co-operation of Mr. Frederick H. Pierce, Principal. Details of this study are included in section III. This is the primary material around which this entire thesis is written. The study involved the analysis of seven hundred and sixty-eight (768) teaching periods by forty-one (41) teachers at the Beverly High School. These periods represent approximately one week's assignments for the teachers reporting.

3. A four-year attempt with the so-called "Directed Individual Assignment and Research Plan" at the Beverly High School. This plan was worked out with the classes in Industrial History, Citizenship-Economics, and Hygiene-Health, Trade school divisions. Approximately one hundred and twenty boys were involved. Details of the plan and a complete set of sample assignments are included in the appendices, "A" and "B". This plan is the work of the writer.

The assignments included in the appendices, "A" and "B," represent a tentative three-year course in each of the following subjects: Industrial History, Citizenship-Economics, and Hygiene. The writer is well aware that these assignments are not perfect; at best they are a compromise. However, as imperfect as they are, they have worked fairly well. It will be noticed that they are predominantly topical. It was intended that they should be. On this point Yoakum in his recent book on the "Improvement of the Assignment" (67:39) says, "The topical assignment has long been advocated as a superior type because it stresses meaningful units of subject matter. The exercise and the experiment for a similar reason are superior assignments because they emphasize the meaningful unit, rather than isolated and unconnected bits of material, and discourage the pumping type of question and the short, poorly formulated, answer."

One thing is certain, these assignments have helped to eliminate the textbook. Under this plan the student uses library sources for his material, and whatever textbooks are used are simply for their reference value and not as a text to be followed as a study guide.

It may interest the reader to know that the results of this study have provided a wealth of material upon which to base a complete reorganization

of these assignments. Such a reorganization is now well under way. One of the features of the revised form will be the introduction of much material on the use of current-events, and the technique of interpretation that should be applied to such material for an intelligent evaluation.

SECTION NUMBER

- II -

- A BRIEF HISTORY OF THE ASSIGNMENT -

A BRIEF HISTORY OF THE ASSIGNMENT.

Section Number II.

A. The Assignment, its Importance and the Need for Its Improvement.

1. What an Assignment is.

According to dictionary references, an assignment is an allotment, appointment, specification, assignment of duties, a task to be accomplished, etc. To-day this word "assignment" is commonly used and carries with it certain varied meanings according to its usage.

In education it has indicated certain predetermined tasks assigned to the pupils, individually or collectively, such as solution of problems, exercises and drills, reading of specified material in textbooks and other sources of reference. Its effectiveness is usually related to, and connected with, some directing force such as a teacher, an employer, a taskmaster, or a person to whom they owe certain responsibilities of service, work, and accomplishment.

Adult society is organized to-day so that we, as individuals, are given tasks or assignments in rapid succession. Life is a series of natural and unnatural assignments, each to be finished according to certain standards set up for us by tradition, by law, and occasionally, by ourselves. It is probably true that most of us have our tasks well outlined and directed

by necessity and emergency. A careful inventory of our personal actions will readily reveal how little we are motivated by our own wills much of the time. That is, of course, the result of our highly organized and interdependent social system. It indicates that we cannot live alone and be self-motivated to the exclusion of all others. We are dependent upon others continually in our living, and the higher civilization rises, the more definitely this cooperative phase of living is emphasized and accentuated.

This need of cooperative living is carried over to a great extent in our educational system for the youth of to-day. Schools, teachers, and assignments have formed the basis of our educational systems and, on the whole, self-direction on the part of each youth under our guidance has been extremely limited. Mass procedure and "lock step" have been and still are the predominating characteristics of our educational institutions. This idea does not fit into the changing ideas of the educational process, and particularly with education in a democracy where cooperative effort between teacher and pupil is the method calculated to develop initiative, resource, and independence on the part of the pupil. William H. Kilpatrick, (15: 273)*, says, "One important problem

* References to the bibliography are indicated in this manner: 15 is the 'key' number to all references to Kilpatrick, and the number following the colon indicates the page or pages.

of cooperative living is how to relate the individual to the larger group. Throughout history is to be seen the struggle to maintain freedom through law and institution. Without using institutional forms, the individual can neither cooperate effectively with his fellows nor derive adequate profit from the experience of his forbears. But nothing is better established than the repressing effect at times, of institutions upon individual life and endeavor. An essential problem has thus ever been how to devise institutions that express without unduly repressing human life and aspiration."

2. The Importance of the Assignment.

According to Yoakum, (67: 12), "Changes in methods of teaching from the assignment-recitation method of textbook memoritor type have not lessened the importance of the Assignment but have merely resulted in changed emphasis upon it and in changes in its character. The teacher has now come to be regarded by educational authorities as a skilled director of learning."

"In such a scheme of learning, Assignment becomes an all-important technique because it involves the initial attack upon the guidance of learning. Without it learning must become individual, piecemeal, unsystematic, unorganized, uneconomical, and largely unef-

fective. The introduction of new types of directing learning, such as the Dalton Plan, Winnetka Plan, or mastery technique, have not changed the fundamental importance of the Assignment, but have rather increased its importance. The making of unit plans, contracts, and guide sheets is, in a very large measure, a matter of planning and organizing effective assignments for independent work by students in either individualized or socialized settings, as occasion warrants. The Assignment of lessons involves preparation, presentation, pretesting, and direction in varying proportions and in varying orders. It is the initial step in the direction of learning. A full consideration of Assignment in all its phases is warranted by the present status of the development of techniques of teaching."

Another indication of the importance of the Assignment is found in the "Commonwealth Teacher-Training Study", (67: 32), where may be found the most complete and searching analysis of teaching activities yet made. "In this study the authors have collected and classified the detailed activities of teachers from a wide variety of situations - elementary schools, secondary schools, rural schools, and experimental schools. These classifications constitute a master list of teacher activities for the use of educational workers. Superintendents, principals, professors of education, and other experts, whose judgement was used to determine whether the activities listed were suitable

for teachers to perform, validated the original list. The total number of activities collected from various sources, including also the activities of teachers mentioned by previous investigators, amounted to 236,655. This list was reduced to a master list of approximately 12,000 activities. This master list constitutes a complete picture of the activities which should be performed by teachers. Of this total, approximately 2.4 percent are listed as having to do with the assignment proper, and approximately 27.9 percent have to do with the planning and preparation of materials, setting up of objectives, assigning the work, and teaching children how to study effectively. If this list is accepted as a valid list (and the writer so accepts it), then activities which have to do with the assignment of lessons; namely, lesson planning, assignment, and directing learning, are important. If the point of view advanced in the preceding chapter is sound, the assignment activities are of strategic importance in securing effective independent work by pupils. And, finally, since the "Teacher-Training Study" does not tell us how to perform these activities, a consideration of the improvement of the assignment would seem to be most timely and appropriate."

3. The Need of Improvement of the Assignment.

During recent years, we find the changes in educational theory necessitating the changing of our practice in the design and use of assignments. It becomes especially so when one considers the tremendous inertia presented by traditional educational procedure. Increasingly, we have noticed a concerted drive on the part of educational leaders against the practice of teachers in carelessly making assignments such as, "To-morrow be prepared to recite on the next chapter," and so on, with little other than textbook reference study with "recitation" as the goal of achievement. Bobbitt, (2: 224), tells us that "Our profession is inclining more and more to the belief that education of maximal effectiveness is to be accomplished through the experiences of normal living. And normal living is mostly an individual matter. This does not mean that it is solitary. Much of the time one does his part within a social situation, and yet his is an individual, voluntary, self-directed part."

Therefore, as these ideas are recognized in our educational system, we find a newer type of assignment appearing. These are well illustrated by assignments found in the Dalton, Winnetka, New Britain, Bronxville, and other similar plans of instruction. "The Assignment,"

During recent years, we find the curriculum in

educational theory becoming more and more

and greater is the extent of the curriculum.

It focuses especially on those who are concerned with the

curriculum, which is presented by the curriculum committee

of the curriculum committee, we have not had a curriculum

active in the past of educational theory, but the

curriculum of the curriculum is becoming more and more

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reference made with "curriculum" as the goal of an

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the curriculum is becoming more and more

the curriculum is becoming more and more

the curriculum is becoming more and more

the curriculum is becoming more and more

educational system, we find a new type of curriculum

curriculum, which is becoming more and more

found in the curriculum, which is becoming more and more

and other similar curriculum, which is becoming more and more

according to Yoakum, (67; 4), "is still fundamental in teaching. The practice of assignment, at least as to theory, is changing very rapidly, but fundamental principles of value still remain. The assignment is important because it is the initial activity in the pursuit of learning, it provides an opportunity for creating mental set, it includes the appraisal of knowledge, it makes necessary knowledge concerning organized procedures in teaching and learning, it requires a consideration of individual difference, it necessitates plans for socialized living and learning. Only the character of the assignment has changed; its fundamental importance as a technique of teaching remains. Much attention must be given, among other things, to the improvement of the assignment and its importance."

According to Douglass, (8: 49-51), teachers who would be truly successful must break the hold of traditional practice and, in spite of heavy teaching loads, find time to plan for and to make adequate lesson assignments. "Perhaps the time to prepare assignments may have to be squeezed out of the time given to marking the written work of the pupils. The time needed for good lesson assignments may be spared to advantage from that devoted to recitation work. The better the assignment, the better the class will be prepared to do the outside work, the better it will be done, and

the less will be the time needed for repetition and explanation in the class. Improved pupil-study procedures will enable teachers to carry on the recitation within its proper bounds. The time is rapidly approaching when the teacher who is not apt at stimulating and guiding pupils in their studying will not be sought after. Already supervisors and principals are likely to judge this ability by the type of lesson assignment the teacher makes."

This quotation from Douglass is certainly to the point. It enumerates the reasons behind the practice of using poor assignments in American school systems. On visits to various schools in an attempt to get definite information on the new-type assignment there was little except the traditional recitation, textbook study, and mass procedure in the teaching process to be observed. Also, in most cases where some of the new-type assignment procedure was in evidence, it was either in the lower grades or in the Junior High schools. The Senior High Schools visited proved to be the most traditional in methods and bound to mass procedure, the recitation, textbook procedure, etc.

It can be said that much help may be found in the Trade and General Continuation Schools. To be sure, much of the traditional still prevails in these schools, but some of the best new-type educational procedure is quite common. Most of the work in these schools is on

an individual basis, where individual progress may be made commensurate with the abilities of the pupils. Mass procedure has little place in the best of these schools. This is certainly to the credit of the Vocational and Trade School set-up, and to the teachers who have helped pioneer the way. Some excellent work of this kind was witnessed in the Continuation School Girl's classes, under the direction of Miss Alice P. Williams, Principal of Girl's work in Beverly, Massachusetts. While not all work in these schools is exemplary, the better and more progressive type of teaching does predominate. However, to some, the stigma of Vocational and utilitarian activity is upon it. More and more of this type of individual instruction will find its way into education in spite of those who oppose pupil-centered education.

Douglass, (8: 49-51), tells of the need for improvement of the assignment when he says, "Most new teachers begin by making hasty or ill-planned assignments. This they do with a good conscience, because they feel that the assignments they are making are similar to those made by experienced teachers. This assumption is correct, if the average experienced teacher is taken as a criterion. With the large majority of teachers in this country, the assignment is a weak spot in their teaching procedure. While the American teacher excels teachers in other countries in a number of ways,

such as the use of visual material and provision for the exercise of initiative, originality, and personality, he suffers, compared with teachers of the leading European nations, in the matter of making effective assignments. Betts, in his book on "The Recitation", (p. 109), points out that "no class of German children are ever sent to their seats with the simple direction to take so many pages in advance. The teacher and class go over the next lesson, the teacher calling the attention of the class to the points of the lesson, asking them to hunt out subdivisions, etc., and instructing them how to prepare the lesson.

"The factors contributing to the lack of effectiveness which has characterized the making of assignments in this country are rather easily identified. They may be enumerated as follows:

"a. Lack of sufficient time in which to make a good assignment, resulting from the extraordinarily heavy teaching load which the secondary school teachers in the United States are required to carry.

"b. The lack of a well developed technique for assignments, due to the short professional life of the American high school teacher, and to the rather general lack of understanding as to the best methods of study and work."

Considering the evidence for the need of improvement in assignment procedure, Yoakum's conclusions are

significant. He says, (67: 34), "Detailed analysis of sample assignments, selected at random, show the unsatisfactory nature of them. All the evidence gathered, though limited in amount, points to one thing - need of improvement of the assignment technique in both secondary and elementary schools. Direct evidence from "The Commonwealth Teacher-Training Study" suggests the need for attention to a group of activities which constitute nearly a third of all teacher activities."

4. Types of Assignments.

For this study it is convenient to separate all assignments considered into two general classes: old-type and new-type. Divisions B and C follow with discussions and material on both classes of assignments:

B. The Old-type Assignments.

1. Classification of Old-type Assignments.

Old-type assignments are classified by Yoakum, (67:36), into the following types:

- a. Page - the typical old-time assignment; used in all subjects.
- b. Paragraph - a variation of the page assignment; in history, geography, science.
- c. Topical - commonly advocated as assignment in the social studies.
- d. Chapter - a natural unit of a subject; often used in college.

- e. Question - including problems to be answered by reading a textbook.
- f. Exercise - including problems in arithmetic, drill in spelling, etc.
- g. Experiment - in physics, chemistry, nature study.
- h. Theme - in English, history, geography, and science.

This group of types is not complete, but it is sufficient to illustrate the usual form and nature of the "old-type" assignment.

The tendency today, (67:37), is to condemn the giving of assignments which refer only to pages, paragraphs, sections, topics, and exercises or experiments, and to use, instead, problems and questions in order to stimulate the interest of the pupil and to encourage him to think. The emphasis has shifted away from material to be studied and toward the child, his needs, and his methods of learning."

Wilson, Kyte, and Lull, (65:205), state, "The most common type of assignment occurring in the classroom is the least common type found in life. Generally it is introduced and completed by such instructions as: 'For the next time, study pages 17 to 26', or 'Study chapter eleven in the text'. Not only does this assignment require that the pupil discover for himself what he is expected to do and how he should proceed, but it also fails to provide him with a source of interest for engaging in whatever activity is necessary.

Undoubtedly, the purposelessness, vagueness, and extreme difficulty of such assignments often account for the fact that the pupil appears in class unprepared."

Miller and Hargraves, (20: 87), illustrate the old-type assignment. "The old method is an easy-going way. 'We will begin the study of Ivanhoe. Take the first ten pages for the next lesson. Class excused.'"

2. Advantages of Old-type Assignments.

To many it may seem that no possible advantages could be found in old-type assignments with their vigorous condemnation by leading educators. However, much depends upon the teacher, (67: 38). "The advantages of old-type assignments may not seem to be numerous, but in all fairness it must be said that, through the old-type assignment, a wise teacher who understands children may often inspire in them a zeal for learning and succeed in training them well because of the stimulating character of her personality and the infectious nature of her interests." Much evidence is available to support the "topical assignment as a superior type, (67: 39). "The topical assignment may be fairly considered as a superior type. It can be made to emphasize meaningful units of work, experience, and life situations."

3. Disadvantages of the Old-type Assignment, (67:40).

"The disadvantages of the old-type assignments are -

1. They are given orally, for the most part, and hence had to be remembered with no stimulus to accurate recall.
2. Often they emphasized no meaningful unit. The page assignment frequently broke material up in the middle of sections and paragraphs.
3. They did not provide for the direction of study, although they might well have done so.
4. They contained no technique and assumed no responsibility for interesting the child and motivating his effort.
5. They required no special technique on the part of the teacher; anybody could and did make such assignments.
6. They emphasized memoriter learning to too large an extent; the textbook formed the indispensable basis of such assignments."

The disadvantages arising from the use of old-type assignments are sufficient to condemn their use. Modern educational practice is opposed to such teaching procedure. Kilpatrick, (15: 273), says, "Up to a century ago, the children of our schools had only individual instruction, and in this absence of group effort and cooperative activity much was lost. The coming of class teaching was counted a great advance. For some purposes it was a great advance. It remains, we may confidently assert, a permanent contribution to educational procedure. But as we developed class procedure to its completer form and contrived textbooks and groupings and promotions to fit it, we began to find that not all was good. No one procedure would fit equally well all the children put into any one class. It was the old problem of institution and individual all over again."

C. The New-type Assignment.

Material dealing with the so-called new-type assignment is becoming more readily available. Many have recognized the lack of usable data, (67: vii), but the development of the Dalton, Winnetka, Morrison, New Britain, Bronxville, and other plans of educational organization has provided a wealth of usable material. The new-type assignment is centered around these newer educational experiments, and their widespread influence is making itself evident in the assignment construction of many schools throughout the country. By these plans of procedure individual instruction is emphasized much more than with the "old-type" assignment method.

The new-type assignments are the outgrowth of the changing philosophy of education due to a better understanding of the nature of learning. Yoakum, (67: 37), attempts to classify these new-type assignments. This classification is incomplete. Therefore, it is presented here rearranged for greater clearness and detail. They are not distinct and separate types but overlap to a considerable extent. Nevertheless, they are convenient for a discussion of types and type material.

1. Classification of New-type Assignments.

The new-type assignments may be classified as follows:

- a. The problem assignment.
A series of questions of a problematic

character relating to a major problem or topic which the child is to solve through thinking, reading, observation, or experimentation.

b. The project assignment.

A large unit of subject matter organized on the problem basis. (McMurray, 24: chapters 11 and 12.) Pupils initiate activities rather than accept them from a teacher. The assignment is supposed to come after the pupil undertakes a task because of a real need or interest. The periods with the teacher as a counsellor and helper may be characterized as the assignment.

c. The unit assignment.

A unit constitutes the basis for work for a considerable period of time and represents a constant assignment which is orally interpreted to the pupils and broken up into smaller units as the needs of the class demand. See: (67:49 to 66).

d. The contract assignment.

An outline of proposed work, or a guide-sheet, representing a piece of work agreed upon between the teacher and pupil, such as the Dalton, New Britain, or Bronxville contract of work. See: (47: entire book) on assignments; (30: entire book) ; (28: Bulletin); (49: Bulletin).

e. The job sheet. (assignment)

Used widely in industrial teaching. Most job sheets are based upon Herbart's "five formal steps." These steps, preparation, presentation, comparison, generalization, and application, predominate the directive set-up. See: (34: Chapters 11 and 13.)

f. The syllabus or term outline. (assignment)

Principally, a detailed outline of problems, references, exercises, and topics to be studied during a term, quarter, or a semester. Usually little of a directive nature except the outline of material to be studied.

g. The appreciation assignment.

Based on the motive of entertainment and desire. (65:123). Includes such activities as the enjoyment of good music; Enjoying oral reading of the finest literary selections and masterpieces in the field of

poetry, fiction, drama, biography, history, and accounts of travel and scientific discoveries; Hearing talks; Visiting museums, art galleries, historical sites, wonders of nature, and other sources of artistic, historical or antiquarian interest. (65:124).

Joy, appreciation, enthusiasm, entertainment, and play characterize this type of assignment. (65:138).

No testing, examination, or drill to follow such appreciation units, for if the element of drudgery enters, appreciation disappears. (65: chapter IX, pp. 122 to 138.)

2. Herbart's "Five Formal Steps".

The so-called "new-type" assignment began to appear with the introduction by Herbart of his "five formal steps" of instruction. These were: (7:202)
(34:285)

- a. Preparation.
- b. Presentation.
- c. Comparison.
- d. Generalization.
- e. Application.

John Dewey, (7:202), has an excellent summary concerning the importance of Herbart's "five formal steps" of instruction. "Few attempts have been made to formulate a method, resting on general principles, of conducting a recitation. One of these is of great importance and has probably had more and better influence upon the 'hearing of lessons' than all others put together; namely, the analysis by Herbart of a recitation into five successive steps. "

The "five formal steps" of Herbart's became widely used and their adoption by Vocational and Trade schools throughout the country has contributed much to a definite improvement of the assignment. Prosser and

Allen, (34:285), say, "Where instruction is called for, the vocational school has very generally used the standard Herbartian lesson, usually using four steps in teaching, i.e., preparation, presentation, application and testing. "

3. Discussion of New-type Assignments.

According to Wilson, Kyte, and Lull, (65:206), the new-type assignment possesses the following characteristics: (1) "It is made co-operatively by the pupils and the teacher, with the definite purpose in their minds of meeting some thoroughly understood need or needs. (2) Specific directions are worked out so that all pupils understand what they are expected to do in making their contributions to the major activity forming the basis of the assignment. (3) How to proceed has been discussed sufficiently for all to know what methods will be most economical for them to employ in carrying out the assignment. (4) Each pupil has acquired an insight into what will constitute a satisfactory completed assignment."

This indicates a real "thinking-through" process. The pupil's work becomes reasonable and understandable. He has a real reason for doing something, and he is happy doing it. The teacher's position, relative to the pupil, becomes one of a helper, not that of a "master". Under these better conditions the pupil thinks about his work, his task, and stops thinking about the teacher. This is significant and it reflects the advance made in teaching.

An excellent example of a new-type assignment is given by Miller and Hargraves, (20:72 to 75). It is the work of Miss Inez Paishall, Akron, Ohio. The assignment covers "Ivanhoe", and is differentiated into A, B, C, and D, contracts. This new-type assignment is a decided contrast to the old-type. With this better type assignment the pupils work under the bite of a real challenge and their work becomes more whole-hearted and purposeful. It loosens the shackles of the "lock-step" idea and permits greater freedom, greater initiative, and a better opportunity for creative thinking.

Rousseau advocated and championed the utilization of the principle of liberty in education. Pestalozzi and Froebel also taught this doctrine. The beginning of this freedom in America is due chiefly to John Dewey.

It is interesting to read the remarks of Erasmus, (22:43), concerning his views on the teaching of the languages. He advocates freedom from the traditional "rules" of grammar that has so throroughly gripped our practice in the teaching of English. Erasmus says, "I must make my conviction clear that, whilst a knowledge of the rules of accidence and syntax is most necessary to every student, still they should be as few, as simple, and as carefully framed as possible. I have no patience with the stupidity of the average teacher of Grammar who wastes precious years in hammering rules into children's heads. For it is not by learning rules that we acquire the power of speaking a language, but

by daily intercourse with those accustomed to express themselves with exactness and refinement, and by the copious reading of the best authors." Many teachers of English would do well to notice this viewpoint and act accordingly.

Monroe, (22:754), says, the so-called "Topical" method has gained vogue --- "But the methods of systematic teaching and learning are still unscientific."

Teachers who desire to increase their usefulness to their students will strive to develop teaching procedures whereby better educational progress and achievement will take place. One way within the reach and opportunity of every teacher is the "Improvement of the Assignment."

4. Advantages of the New-type Assignments.

New-type assignments have definite advantages over the old-type. (67:41) .

They are:

- a. "The objectives of the assignment are clearly stated.
- b. The objectives take into account the needs of the child as well as the needs of adult life.
- c. Greater care is taken to interest the child in the activity, to secure his co-operation and the nonvoluntary or involuntary exercise of his interest.
- d. The child helps plan the activity; this secures his interest and co-operation in it.
- e. Suggestions for the study of the material are given in permanent form so as not to be forgotten immediately by the pupil.

- f. If problems are raised, suggested references for discovery of their solutions are given.
- g. Page references to supplementary material are given in order to make sure that the child shall not fail to find the proper source materials.
- h. The assignment is generally in permanent form for constant reference by the pupil in the preparation of his lesson; there is no excuse for forgetting the assignment.
- i. Thought questions as well as questions of fact are given to encourage independent thinking.
- j. Material for self-testing is often included on the assignment sheet; the child may thus from time to time measure his own progress in learning.
- k. The assignment sheet supplements and interprets the text and the reference material.
- l. Since definite problems, questions, exercises, and projects are suggested and definite test questions often given, the child knows when he has accomplished his aim.
- m. The assignment sheets form a valuable record for summary and review. "

5. Disadvantages of the New-type Assignments.

The new-type assignments may be subject to certain disadvantages in the hands of an inexperienced and untrained teacher. The following list is significant and to the point: See: (67:42).

- a. " Following the interests of pupils may lead to indiscriminate wanderings and loitering without definite purposes, rather than wise guidance within a definite area of experience.
- b. The printed or written assignment may simply be handed to the pupil without oral directions and without stimulation of interest. It is then practically useless.

- c. Rigid adherence to the printed assignment sheet may result in failure to consider the particular needs of individuals and groups of pupils.
- d. The new-type contract or unit may emphasize fact learning just as did the earlier page or topical assignment. The maker of the contract or assignment sheet determines the character of the experience which the child shall have.
- e. In the hands of an inexperienced or lazy teacher the contract or assignment sheet may be simply a means of escaping responsibility for teaching. The teacher may become merely a checker of contracts.
- f. The unit selected for the contract may be unwisely chosen and not carefully related to material previously studied.
- g. The attempts of untrained teachers to make contracts or assignments may be less desirable than to follow the textbook; the writer of the textbook may have planned far better than the individual teacher is capable of planning."

6. The Organization of New-type Assignments. (67:243).

The organization of new-type material requires:

- a. "A very careful consideration of subjects as wholes.
- b. The amount to be covered in a given length of time must be carefully chosen so that it represents a meaningful unit of learning and experience.
- c. Do not attempt to make such units arbitrary. Experiment with children to determine what can be done within a definite period of time.
- d. Do not undertake to reorganize several subjects at one time. Such reorganizing is time-consuming. It is better to reorganize one subject at a time.

- e. Objectives in connection with each unit must be in line with the objectives of the subject and curriculum as a whole.
- f. Save as suggestive for future use the outlines of units already covered. Such successful outlines suggest the units into which a given subject should be divided.
- g. Regard all such organized units as tentative.
- h. Be interested in curriculum revision. If possible, try out units that have been worked out in experimental schools tentatively before you attempt new units of your own.
- i. Through study of the curriculum and the best methods of learning you will grow and your pupils will profit.
- j. Do not organize unit plans just to be in fashion. Thoroughly understand the theory before you undertake the practice."

7. Suggestions for Making New-type Assignments, (67:289)

"For the guidance of the beginner in the writing of assignments, certain suggestions, the outgrowth of experience and of the reading of literature on the subject, will furnish some practical guidance.

- a. "In making written assignment materials, expect to spend considerable time in planning, organizing, and writing. Carefully planned assignments take time. They cannot be done on the spur of the moment. Set aside time for this work as a part of your plan for professional advancement.
- b. Start to collect copies of unit plans, guide sheets, contracts, etc., from which to get ideas in the writing of assignments.
- c. Work with units rather than with isolated day-by-day lessons. First block out the unit as a whole. Then plan the units suitable for assignment, one by one.

- d. In planning a unit consider first the objectives of the unit as a whole - just what changes in the attitudes, knowledges, skills, and habits of children are to be brought about through the study of the unit.
- e. Next, consider whether or not these objectives are suitable to motivate the work from the child's point of view. If they are not, then consider if there are other purposes which the child may accept as valid in the working out of the activity. If there are not, the unit is probably unsuitable for use at the present.
- f. Collect and examine the material which has some contribution to make to the successful teaching and learning of the unit. Make additions to this list of suitable reference materials for the unit.
- g. Now consider the natural divisions in the unit and make provisions for a division into parts of appropriate lengths natural to the unit.
- h. In the next place, determine as well as possible the learning problems which are characteristic of the unit. Is the problem one of practice or drill to achieve skill? Is it observational learning? Is it a problem of memorizing or associative learning? Is it mainly a problem-solving situation? Or is it a complex made up of all four?
- i. Make a list of suitable ways to direct the learning of the child in the unit. Shall he be directed by a series of thought-provoking questions? Shall practice exercises be few or many? Shall constructive activity followed by discussion and generalization be the means of reaching the objectives?
- j. Having decided upon the activity, then plan the problems, questions, exercises, and tests that are needed to assist the child in the mastery of the unit. Arrange these exercises as effectively as you can.
- k. Do not neglect to include necessary directions, introductions, etc., to make the guide sheet helpful to the child.
- l. After you have decided upon the general nature of the unit, the types of learning exercises,

etc., then proceed to organize the unit, using some such general outline as that suggested in the earlier part of this chapter, unless you can invent a better plan.

- m. Make careful use of reference and illustrative materials; list pages of references if necessary.
- n. Carefully define the limits of the unit, but do not suggest that the child may not exceed these limits if he chooses.
- o. If it is necessary to define A, B, and C levels, make an effort to have the A level high enough really to challenge pupils of exceptional ability. More fact questions, a large amount of the same kind of material, more items to cover are not necessarily enrichment of the curriculum for A-level pupils.
- p. When the unit is once written, revise and correct it from the point of view of English before duplicating.
- q. Regard the finished unit as merely a tentative plan to be revised again and again in use with pupils."

The writing of such new-type assignments is an important problem. Miss Lucy Wilson, (47: 82), says,

"We discovered that it took some little time to learn to express ourselves briefly, concisely, and effectively. The text material needs to be analyzed, and if there are several texts, used by different teachers, there is the additional task of harmonizing the assignment to all of them. Then there is even the larger problem of choosing the electives, or maximum assignments, and of working up the bibliography."

Miss Parkhurst, (30: 58) also makes the statement that, "invariably, a good assignment must be written."

D. Criteria: The Characteristics of a Good Assignment.

What are the characteristics of a good assignment? Upon the answer to this question depends much of the success in measuring progress made through the making of new-type assignments. A few definite characteristics are plainly indicated by many writers on the assignment. Seven of these are definite enough to warrant restatement here. (67: 89 - 119) They are -

1. Definiteness and Clearness.

A good assignment must be definite in content, and this content must be stated clearly in terms of pupil understandings. (67: 92 - 98)

2. Motivation and Interest.

A good assignment must be well motivated. It should grow out of, and develop with, the pupil's interests. (67: 99 - 104)

3. Removal of Difficulties.

A good assignment removes all unfair and disadvantageous difficulties from the activities of the pupil. (67: 105).

4. Psychological Approach.

A good assignment connects the past experiences of the pupils with the new experiences which the teacher wishes them to have. In other words, the assignment should be designed to conform with accepted interpretations and applications of the "laws of learning." They should conform to accepted practice concerning modern child psychology, (67: 109).

5. Direction of Study.

A good assignment should direct the pupil sufficiently to foster encouragement and progress.

Bagley, (67: 112), suggests that the fear of helping the child too much is ill-founded. Whatever happens, the child should know "what" to do, "how" to do it, and "when" he has achieved reasonable success. (67: 111)

6. Emphasis on Essentials.

A good assignment should emphasize the essentials involved in whatever the pupil is doing. It should leave no doubt in the child's mind as to what is important. It is also desirable that the child learn to recognize the unimportant material in the interest of economy of time, effort, and interest. (67: 112).

7. Provision for Individual Differences.

A good assignment should provide for the individual differences of the pupils concerned. The best in Educational research emphasizes this point. Yoakum explains, (67: 115), "Individual pupils differ tremendously in their power to do any given lesson or task. Reading rates and power to comprehend vary widely; individual differences in ability to spell, write, perform arithmetic operations, draw, sing, etc., are so great as to present a very serious problem. Individual differences in general intelligence, interests, emotions, and attitudes are equally as striking. Even in mass education, efforts are being made to individualize the work of the school. The assignment period

offers a very advantageous opportunity for the teacher to put into operation all her knowledge of differences in the capacities and interests of her pupils."

SECTION NUMBER

- III -

- A BRIEF STUDY OF ASSIGNMENTS
IN A
PROGRESSIVE HIGH SCHOOL -

SECTION NUMBER

- 111 -

1. FIRST SET OF ASSIGNMENTS

2. SECOND SET OF ASSIGNMENTS

A BRIEF STUDY OF ASSIGNMENTS

IN A

PROGRESSIVE HIGH SCHOOL.

Section Number III.

A. Reasons for the Study.

The difficulty of securing data directly related to assignment procedure in modern schools, led to the proposal that a study be made of a progressive high school for the purpose of gathering actual data on method of procedure, techniques, and general practice involved.

B. The Plan and Assumptions.

It was assumed, for the purposes of this study, that the techniques and devices used in originating and completing of assignments would indicate how these assignments were made and reveal their content and the processes involved. In other words, it was proposed to study and analyze several hundred teaching periods of class work and home study activity for the assignment material contained therein, and to arrange this material and data in such a way that the techniques, methods, and processes utilized in their origin, development, and completion would be plainly revealed.

- Definition of "Assignment" -

For the purposes of this study, any job,

task, or piece of work, used as a basis for class or home study activity and the necessary attached processes thereby involved in the completion of such activity, is to be considered as an "assignment". By this definition the associated methods, processes, and techniques, involved in the forming and completion of a piece of work are to be considered rather than the mere task by itself.

- Beverly High School Selected. -

The school selected for this study of the assignment was the Beverly Senior High School, at Beverly, Massachusetts. Mr. Frederick H. Pierce, Principal, very kindly offered to assist in every way in the making of this study. A few facts about the City of Beverly may be helpful in providing a civic background for the school and the city in which it is located.

- The City of Beverly -
An outline from the Beverly
Tercentenary Bulletin.

"Beverly, the 'Garden City', located Northwest of Boston, at the Gateway to Cape Ann, includes Beverly Proper, North Beverly. Ryal Side, Prides Crossing, Beverly Farms, and Monserrat.

"Because of its location, its easy commuting distance from Boston and the industrial centers of Eastern Massachusetts, Beverly presents residential advantages of which few cities of its size can boast. -----

"Beverly is a thriving city industrially, with more than thirty-five different manufactured products. The

largest single manufacturer is the United Shoe Machinery Corporation, whose main plant is located in this city. These enterprizes, together with the high-grade residential properties, combine to make Beverly rank second among Massachusetts cities from the point of view of valuation compared with population."

- The Beverly High School -

The Beverly High School is housed in a modern structure, finished in 1925. Its student enrollment is approximately fifteen hundred (1500). The faculty numbers about sixty (60). The school is organized as a Comprehensive High School, including an up-to-date Trade School for boys. Its equipment, while not luxurious, is fairly complete and reasonably adequate. In these respects the Beverly High School ranks high in the State of Massachusetts.

- Questionnaire to Collect Data for this Study -

(See sample sheet contained with this
section.)

For the collection of material and data for this study, a questionnaire was designed. Sufficient copies of this form were given to every teacher so that at least twenty (20) periods of teaching activity could be accounted for and analyzed. This questionnaire was purposely made in such form that it could be easily filled out. Even so, it entailed much time and labor on the part of the teachers. In order to cover twenty (20)

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Course
Subject

Grade
Teacher

Date

Directions:

This information is to be used in securing a brief picture study of the assignments in Beverly High School. Please fill in completely all data and information asked for. You may select any previous week's assignments used.

Day of the
week

Assignments for class study. Assignments for home study.

Note. Please give source of assignment material, such as textbooks, notes, current-events, etc.

How were
assignments
made?
Orally or
Written?

Approximate time
given class
for preparation?

Monday

Tuesday

Wednesday

Thursday

Friday

--- QUESTIONNAIRE SHEET ---

See pages 37, 38, and 39, for
details explaining this
questionnaire sheet.

Project
Number

Date

Page

1. Title

2. Objectives

3. Scope

4. Methodology

5. Results

6. Discussion

7. Conclusion

8. References

9. Appendix

10. Bibliography

11. Glossary

12. Index

13. Acknowledgments

14. Appendix

15. Appendix

16. Appendix

17. Appendix

18. Appendix

or more periods of teaching activity, many details were required, and such data is not readily filled in haphazardly. Also, it was necessary to hold several conferences with individual teachers to gather data that could not be easily recorded on the original questionnaire forms. This took much time, but it provided material and information for this study that could be obtained in no other way. The teachers involved were extremely cooperative and more than willing to provide any information helpful or useful to the study.

- Details of the Questionnaire Sheet -

The questionnaire sheet itself, (see form included with this section,) is very simple to understand. It provides a space for each day in the week at its left-hand margin, top and bottom. Reading across from left to right, spaces are provided for details for both class assignments and home-study assignments.

It will be noted that sources of assignment material are also asked for on these questionnaire sheets. At the right is provided spaces for information as to how the assignments were made, orally or written, and also the approximate time given the class for preparation.

The last right-hand column of information, where the approximate time allowed for class preparation was asked for, was to be interpreted as the time the pupil was expected to spend on his home-study or home-work assignment.

C. The Data Charts.

The next step in this study was to carefully analyze all questionnaire sheets and arrange the material in such a way that it could be interpreted and made useful.

1. Extent of Questionnaire Data.

Returns from the questionnaire sheets accounted for a total of seven hundred and sixty-eight (768) teaching periods of class work, from a total of forty-one (41) teachers. For the purposes of this study, a code number was assigned to each teacher. This, of course, presents the data in an impersonal way and keeps the identity of each teacher strictly a private matter.

Note. See Table I on page 40 for the list of subjects covered by the survey. This table I gives the subjects covered, the number of periods accounted for in each subject, and the reporting teachers who teach these subjects.

2 - Subjects Covered by the Survey -

The list of subjects covered by the survey, and the number of periods of data available for analysis for each follow:

<u>Subject.</u>	<u>Number of periods of data available for analysis.</u>	<u>Number of teachers involved for subject-periods.</u>
English	80	4
History	68	4
French and German	70	4
Latin	45	2
Voc.Print. Academic	23	1
Voc.Eng.Hist. Cit-Ec.Hyg.	28	1
Math.Alg.Arith Geom.Trig.	91	4
Dom.Science	50	2
Science-Physiol. Phy.Geol.Biol.	79	4
Art Draw.	25	1
Prob.of Dem.Civ. Gov.Com.Civics	34	4
Office Appl.	25	1
Bookk.	22	2
Typwriting.	35	2
Coml.Law	25	1
Stenog.Shorth. Penmship.	<u>45</u>	<u>3</u>
	745	40

TABLE I.

Note. See page 39, note at bottom of the page.

3. - Data Charts "A" and "B" .

All of this data is shown in detail on two charts called "A" and "B". These charts are both included at the end of this section (III) for inspection and reference. A careful use and reference to each will reveal a wealth of information and allow interpretation to be readily made. However, because of the great amount of detail and information contained on these two charts, it will be necessary to consider carefully their set-up and their organization. Therefore, it will be attempted at this point to consider the charts and make clear such information concerning each as is necessary to an intelligent interpretation of the data present thereon.

D. Explanation of Terms, Set-up, and Organization of Charts "A" and "B".

On chart "A" is presented the data for each teacher individually, letting the order of subjects be what they may. Chart "B" presents the data by subjects, letting the order of teachers be what they may. The set-up of these charts will now be considered.

-- DATA CHART --

" A "

See page --51-- for explanation and
examples of reading this chart.

Teacher grouping. *2	- CLASS WORK -												- HOME WORK -									
	Teacher's Number	Number of Periods	Teacher's Subject	Problem-Topics textbook etc.	Drill-Practice textbook etc.	Recitations reading-teaching	Dictation pupils copy	Explanations Teacher's Notes	Discussion class and teacher	Test-Quiz material reviews etc.	Correction of work class and home work	Teacher prepared assignments etc.	Maps- Charts etc. use of blackboard	Library-Research special reports to class	Current-Events actual use of	Individualized Ass'ts to allow indiv'l progress	Notebook work preparation etc.	Life Situations actual life projects	Special work library-topics etc.	Problems-Topics textbook material	Drill-Practice textbook material	Orally assigned home work
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	24	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
2	12	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
2	10	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
3	15	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
3	5	Prob. of Dem.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
4	25	Com. Law	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
5	11	History-Ec.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
5	9	Com. Civics	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
6	20	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
7	25	Latin	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
8	25	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
9	20	Latin	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
10	10	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
10	10	Geometry	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
11	20	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
12	15	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
13	20	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
14	15	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
15	25	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
16	15	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
17	21	Math. Vics	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
18	7	Penman'p	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
18	5	Com. Law	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
18	5	Civ. Gov.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
18	10	Bookkeep'g	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
18	5	Shorthand	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
19	23	Print-Shop Academic	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
20	10	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
20	6	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
20	6	Cit. - Econ.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
20	6	Hyg. Health	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
21	10	Bookkeep'g	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
21	5	Arithmetic	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
21	6	Bus. Org.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
22	10	Shorthand	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
22	15	Typewriting	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
23	25	Dom. Science Cooking-Book	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
24	25	Clothing	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
25	15	Prob. of Dem.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
25	9	Cit. - Econ.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
26	20	Penman'p	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
27	20	Algebra	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
28	25	Arithmetic	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
29	10	Mathematics	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
30	25	Algebra	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
31	20	Science	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
32	24	Science	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
33	20	Science	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
34	25	Art-Dn.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
35	5	Arithmetic	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
35	10	Bookkeep'g	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
35	5	Typewriting	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
36	15	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
36	10	German	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
37	17	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
38	25	Off. Appl.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
39	12	Bookkeep'g	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
40	10	Typewriting	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
40	15	Stenog'hy	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III
Totals	768	3045 100% Colo. 4 to 18	538 70%	243 32%	201 26%	90 12%	557 73%	382 50%	172 22%	113 15%	149 19%	173 23%	86 11%	55 7%	163 21%	43 6%	89 12%	55 7%	200 26%	368 48%	574 75%	235 31%

* See page at left for explanations of data presented on this chart.

*2 Chart "B"

presents this same data grouped by SUBJECTS.

L.R.U.-BU-1934. 1522
Colo. 1934

--- DATA CHART ---

" B "

See page --54-- for explanation and
examples of reading this chart.

- CLASS WORK -											- HOME WORK -																													
Subject grouping *2	Teacher's Number	Number of Periods	Teacher's Subject	Problem-Topics textbook-etc.	Drill-Practice textbook-etc.	Recitations reading-reciting	Dictation Pupil's copy	Explanations Teacher's Notes	Discussion Class and teacher	Test-Quiz material reviews-etc.	Correction of work class and home work	Teacher prepared assignments-etc.	Maps, Charts, etc. use of blackboard.	Library-Research special reports to class	Current-Events	Individualized Assign to follow indiv. progress	Notebook Work preparation-etc.	Life Situations actual life projects	Special Work library-topics-etc.	Problems-Topics textbook material	Drill-Practice textbook material	Orally assigned home work	Written home work																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23																		
11	20	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
13	20	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
15	25	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
16	15	English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	80	253 Cols. 4-18	47	17.9%	9	3.4%	44	16.7%	7	2.6%	29	10.6%	54	19.5%	13	4.9%	15	5.7%	5	1.9%	22	8.3%	10	3.8%	8	3.0%	0	0	0	0	1	0.63%	40	25.6%	44	27.6%	67	42.2%	19-23 Total	77-159
1	24	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
37	17	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
3	15	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
2	12	History	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	68	188 Cols. 4-18	45	26.5%	0	0.59%	0	0	39	23.2%	40	23.5%	13	8.5%	1	0.59%	0	0	12	7.1%	8	4.7%	1	0.59%	5	2.9%	3	1.7%	0	0	28	16.1%	36	23.4%	0	54	26.0%	14-24 Total	77-154	
8	25	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
36	15	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
6	20	French	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
36	10	German	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	70	252 Cols. 4-18	65	24.5%	22	8.4%	39	14.5%	20	7.6%	35	13.3%	21	8.0%	12	4.6%	8	3.4%	0	0	10	3.8%	20	7.6%	0	0	0	0	10	3.8%	9	6.0%	20	13.2%	60	40.6%	43	27.6%	14-24 Total	18-156
9	20	Latin	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
7	25	Latin	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	45	93 Cols. 4-18	40	43.0%	13	14.0%	26	28.0%	0	0	2	2.1%	0	0	8	8.6%	3	3.2%	0	0	1	1.7%	0	0	0	0	0	0	0	0	0	0	0	40	50.0%	40	50.0%	0-80	14-23 Total	0-80
19	23	Voc. - Acad.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	23	41 Cols. 4-18	0	2	4.7%	0	0	6	14.6%	2	4.8%	3	7.3%	0	0	9	22.0%	0	0	3	7.3%	8	19.5%	2	4.8%	6	14.6%	0	0	0	0	0	0	0	0	0	0	14-23 Total	0-0	
20	10	Vocational English	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
20	6	Vocational Ind. Hist.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
20	6	Vocational Cit. - Econ.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
20	6	Vocational Hyg. - Health	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	28	150 Cols. 4-18	0	0	0	0	16	10.0%	16	10.0%	5	3.1%	5	3.1%	28	17.6%	20	12.5%	20	12.5%	14	8.7%	18	11.4%	18	11.4%	0	0	0	0	0	0	0	0	0	0	14-23 Total	0-0		
17	21	Math's Geom. Trig.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
27	20	Algebra	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
30	25	Algebra	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
28	25	Arithmetic	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	91	309 Cols. 4-18	56	18.1%	35	11.3%	12	3.9%	0	0	86	20.5%	38	12.3%	20	6.5%	10	3.2%	5	1.6%	36	11.6%	0	0	0	0	11	3.5%	0	0	0	0	15	7.8%	76	39.5%	76	39.5%	14-22 Total	25-182
23	25	Dom. Science Cooking - Food	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
24	25	Dom. Science Clothing	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	50	170 Cols. 4-18	10	5.9%	0	0	0	0	45	26.4%	25	14.7%	5	2.9%	0	0	15	7.8%	0	0	0	0	25	14.7%	5	2.9%	40	23.7%	0	0	25	14.7%	0	25	14.7%	0	25	14.7%	14-23 Total	0-50
31	20	Science Physiol. P&B	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
32	24	Science Physiol. Biol.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
33	20	Science Physiol. P&B	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
29	15	Science Physiol. P&B	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	79	281 Cols. 4-18	79	30.2%	0	0	30	11.5%	0	0	79	30.2%	60	23.0%	8	3.0%	0	0	5	1.9%	0	0	0	0	0	0	0	0	0	0	0	0	79	30.2%	0	72	45.6%	14-23 Total	7-158	
34	25	Art - Draw.	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III	III																		
Totals	25	81 Cols. 4-18	0	0	0	0	0	25	30.8%	10	12.3%	0	0	6	7.4%	5	6.1%</																							

*1 See page at left for explanations of

1. - Set-up for taking off the Data from the
Questionnaire Sheets.

As was stated at the beginning of this paper, "It was assumed, for the purposes of this study, that the techniques and devices used in originating and completing of assignments would indicate how these assignments were made and reveal their content and the processes involved." Therefore, chart "A" was designed with fifteen (15) technique-method items numbered from four (4) to eighteen (18), along the top from left to right. These items 4 to 18 were for analyzing the activities during class-period assignments only. (The items for analyzing home work are numbered 19 to 23 and will be explained later.)

2. - Analysis of the Technique-Method*, Items 1 to 18
on Charts "A" and "B".

Item No. 1, "Teacher's Number".

To identify each teacher a code number was assigned to each. The master list was turned over to the Principal for his personal use and reference. Therefore, wherever any number from 1 to 41 occurs, it refers to an individual teacher. On chart "A" the teachers are listed in order from number 1 to number 40, the subjects being mixed without order. Thus, on chart "A" teacher number 18 is listed for five subjects: Penmanship, Commercial Law, Civil Government, Bookkeeping, and Shorthand. The five 18's classifying the teacher, it is to be noted, appear in consecutive order. The

* This term is used on both charts "A" and "B" to indicate the assignment procedures indicated by the teachers on their questionnaire sheets.

subjects given indicate those that she teaches. The wide scattering is notable. Teacher number 25 teaches both Problems of Democracy and Citizenship-Economics.

Item No. 2 "Number of Periods."

Under item number 2 appears the number of teaching periods that each teacher has made available for analysis. In nearly all cases a total of approximately twenty (20) periods is accounted for. Of course, these periods may or may not be scattered among several studies. For instance, teacher number 1 has 24 periods of History, and nothing else. Teacher number 18, cited previously, teaches five (5) subjects, namely; Penmanship, seven periods; Commercial Law, five periods; Civil Government, five periods; Bookkeeping, ten periods; and Shorthand, five periods. (In the case of teacher 18, Commercial Law and Civil Government each run for one-half year.)

Item No. 3 "Teacher's Subject."

This item is self-explanatory. It indicates the subject taught for each teacher represented. Fine differences have not been maintained at this point. For instance, Ancient, Medieval, Modern, and United States History are all listed as "History". The same was done in Science where Physiology, Physical Geography, Biology, and General Science are all listed as "Science". It was thought that no significant data would be lost by so doing. Other limitations made this advisable,

especially the limit of space available for the charts, as it was desirable to present all of the significant data on each chart "A" and "B" as complete units.

Items No. 4 to 18. General discussion of these items.

These items cover the Teaching-Technique units. These units as indicated by the spreader at the very top of the charts, cover the actual work in the class room during teaching periods. That is, they represent the teaching procedures and devices involved in originating and completing assignments. All of these units were taken directly from the questionnaire sheets filled out by the teachers themselves. Therefore, they are the units used and clearly indicated by these forty (40) teachers involved in this study.

Item No. 4 "Problem, Topics, Textbook, Etc."

This item represents what was known to be textbook material in the form of problems, topics, etc. It was taken for granted that in courses where textbooks were assigned to each pupil and studied and followed faithfully, that the basis of most class activity, unless specifically otherwise indicated, was material from the textbook. (Of course, many teachers have introduced material of their own that is especially prepared from many sources. This material is in-

especially the kind of cases available for the study, as it was desirable to represent all of the elements of the group on each visit. "A" and "B" are complete units.

Item No. 4 to 10. General discussion of the items.

These items cover the typical teaching unit. Each unit as indicated by the number at the very top of the chart, cover the material which is the basis for the teaching period. That is, they represent the teaching period and the material involved in the teaching and the material involved in the teaching. Each unit as indicated by the number at the very top of the chart, cover the material which is the basis for the teaching period. That is, they represent the teaching period and the material involved in the teaching and the material involved in the teaching.

Item No. 11. Typical, General, textbook, etc.

These items represent what was known to be the most difficult in the form of problems, topics, etc. It was taken the material that is covered in the textbook and the material that is covered in the textbook. It was taken the material that is covered in the textbook and the material that is covered in the textbook. It was taken the material that is covered in the textbook and the material that is covered in the textbook. It was taken the material that is covered in the textbook and the material that is covered in the textbook.

dividually collected, arranged, and adapted. This is not textbook material in the regular accepted sense of the word, and is certainly not classified as such in this study. It is listed as "Teacher Prepared Assignment Material" under item 12.

Item No. 5. "Drill, Practice, Textbook, etc."

This unit applies to any work indicated that involved more of the drill technique than any other. The drill work usually came from textbook sources.

Item No. 6. "Recitations, Reading, Reciting."

This applied to all activity where it was indicated that the teacher was a hearer of recitation, reading, etc. This involved, principally, the giving back to the teacher whatever was studied, learned, etc. like the traditional recitation practice.

Item No. 7. "Dictations, pupils copy."

This applied to regular dictation where the pupils copy as dictated to. Much of this work appeared in the Languages, Business, Practice, Penmanship, Shorthand, etc.

Item No. 8. "Explanations, Teacher's Notes".

Much of the work on the questionnaire blanks was under this heading. The teachers indicated this saying, "I explained the work thoroughly," and "At this point I used my notes to explain this work," etc. Its predominance, as shown by charts "A" and "B" shows how common

is this technique to regular teaching procedure.
It leads all others.

Item No. 9. "Discussion, Class and Teacher."

This item also is very prominent. The teachers indicated this frequently saying, "We discussed these problems"; "A class discussion followed"; "Most of the period was spent on a discussion of vital points"; etc. This item was third largest of all.

Item No. 10. "Test-Quiz Material, Reviews, etc."

All material pertaining to tests, quizzes, reviews, etc. were included under this item.

Item No. 11. "Correction of Work,
Class and home work."

Many specific instances of this being done during actual class time, so it was included as a separate item. Many teachers indicated this by saying, "Correction of previous work"; "Correction of yesterday's papers"; etc.

Item No. 12. "Teacher prepared Assignments."

All work prepared specifically for classes by the teachers themselves comes under this category. This is separate from the regular textbook problem material. These teacher prepared-assignments consist of mimeographed and multigraphed material, lesson sheets, and other printed material gathered, arranged and adapted to the pupils' needs by the teachers themselves.

Item No. 13. "Maps, Charts, Etc.
Use of Blackboard."

Under this item was included all uses of maps, charts, drawings, and also the use of the blackboard during the working out of a class assignment.

Item No. 14. "Library, Research,
Special reports to class."

Many instances occurred where teachers had definite work assigned for library research and reports back to class. These pupils were working on problems involving more search than an isolated textbook. They were, in many cases, pieces of junior research. All such work was included under this item.

Item No. 15. "Current Events, actual use of."

The use of current-events proved to be rather limited according to this survey. All cases of the use of current-events during class periods were listed here. It is probable that many instances of this type were not recorded by the teachers on their survey blanks. However, where they were indicated it was recorded at this point.

Item No. 16. "Individualized Assignments to
all individual progress."

Only work was recorded here that was especially designed to allow each pupil to progress individually, regardless and separately, from the rest of the class members. This is to differentiate from regular class mass-procedure and lock-step.

Item No. 17. "Notebook Work, preparation, etc."

This refers to the practice of having pupils keep notebooks for data, etc., and the use of them during class periods.

Item No. 18. "Life Situations, actual life projects."

This item was strictly limited to situations that were genuinely actual life situations on a real project* basis. That is, activities such as cooking food that was actually eaten and sold; sewing and making dresses that were actually worn by the makers; writing letters to correspondents in Germany in which actual experience in writing and reading German was involved; the same for French classes; Art work actually used in a life-sized public or school production; etc. (For further information on these details see the section on the interpretation of survey data at the end of this study.) See pages 22 and 56 to 58 on the project.

3. Items No. 19 to 23. "General discussion of these items."

These items cover the assigned work for home study and other than class preparation. These are indicated at the very top of the charts "A" and "B" by the spreader marked, "Home work." These will now be explained and described individually.

Item No. 19. "Special work, library, topics, etc."

Home work assigned that involved, principally, the use of the library research and study upon special topics
* See pages 22 and 56 to 58 on the project.

When No. 12, "The School House," was first
published in the "Journal of the
American Psychological Association," it was
the first of a series of papers on the
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of major importance came under this heading. This was done to differentiate between this type and that where straight textbook problem material was used as the basis of the assignment for home study.

Item No. 20, "Problems, Topics,
Textbook material."

This item is the same as item No. 4, except that it applies in this case to work assigned for home study or preparation outside of class time. (See details of item No. 4 for further data.)

Item No. 21, "Drill-Practice,
Textbook material."

This item is similar to item 5, except that it applies to work assigned for preparation outside of class time. (See details of item No.5 for further data.)

Items No. 22 and 23.

These items apply to the method of making the assignments for home study, No. 22 being the cases indicated where the work is assigned by the teachers orally, and No. 23 the case where the work is assigned in written form.

Assigning proper weighting* to each
indicated technique.

To classify the data on the questionnaire sheets filled out by the teachers, fifteen (15) teaching procedures were established from their notations. To each of these fifteen procedures was accredited the

* See note at bottom of page 50 for explanation and details of accrediting the "weights" to each procedure.

weights* in accordance with their recorded use. Careful consideration was given to each teacher's situation and to the procedures indicated on each questionnaire sheet.

- Duplicate weighting* -

In many instances duplicate weighting was necessary because of the equal use of one or more procedures during the same period of teaching. In very few cases were the assignments carried on and completed through the use of a single procedure. This fact accounts for the number of weights in excess of the number of teaching periods represented on charts "A" and "B".* On chart "A", while the total number of periods analyzed was 768, the total number of accredited "weights" were 3,048. On chart "B", in English, the total number of periods were 80, but the total accredited "weights" were 263. Also, while the total accredited "weights" for all subjects were 2,568, the total number of teaching periods involved were 746.

Charts "A" and "B" show the distribution of weights for each of the procedures (4 to 18) under two different plans of grouping. Chart "A" presents the data and distribution of weights grouped by teachers, the subjects taking whatever order that results. Chart "B" is arranged

* In tabulating the data taken from the questionnaire sheets each procedure (4 to 18 on charts "A" and "B") was accredited with a "weight" or "tally" every time it was indicated by the teacher as being used in the assignment activity. By this method several "weights" were accredited for different procedures (4 to 18) for each period of teaching or assignment activity. It is evident that the number of weights would soon greatly exceed the number of teaching periods involved.

to present nearly the same data grouped by subjects, not by teachers. That is, each subject is grouped together, and the order of teachers is, therefore, mixed. By consulting both charts, "A" and "B", the data may be interpreted either way desired.

- Weights* indicated by both numbers and percents.-

To facilitate comparison between weights assigned to each technique and the total weight for each subject, the percent each represents of the total weight is given. The actual number of such weights is also shown. Thus, on chart "A", in technique No.4, the total number of accredited weights is 538, this being 17.6 percent of the total for all columns, 3048, (4 to 18, inclusive.)

All accredited weights are shown individually by the short vertical check marks, each group of five,(5), being indicated by a diagonal connecting line.

E. Examples of Reading Chart "A".

A few examples of the reading of chart "A" will be helpful. It will be noted that along the top of the chart is to be found the technique and method units numbered from one (1) to twenty-three (23). (These have been explained in detail in the preceding pages.) From top to bottom, at the left-hand side, is given the code number of each teacher. These run from number (1) to number (40). Now let us follow the chart and read off the data for the teacher number one,(1). To do this we read from left to right, following the channel across in the number (1)

* See note at bottom of page 50.

column. This shows that this teacher has accounted for 24 periods of teaching activity, and that the subject taught is History. (See items number 1, 2, 3, respectively.) Item number 4 indicates that the use of textbook problem-topic material received a weighting of 12 units. (This is indicated by the 12 little vertical lines in the rectangular space provided at this point of intersection or interpolation.) Next it will be noted that items 5, 6, and 7 received no weights, showing that these items were not indicated in this teacher's questionnaire sheets, and that practically no drill work, recitation, or dictation was used during class periods in the assignment procedure.

Continuing along to items 8 and 9, it is evident that explanation, teacher's notes, and discussion has a prominent place in the assignment activities, each having a weighting of nine (9) units. This equal weighting shows that on the teacher's questionnaire sheets both units were used to the same extent. Item number 10 shows there were 4 instances where test-quiz material was indicated as being used. Items 11, 12 and 13 are blanks. Item 14 shows a weighting of 2 where special library work was indicated, and item 15 gives current-events a weight of 1 unit. This teacher made use of individual assignments to allow the individual pupil to progress independently of other class members. The weighting for this work was 5. Items 17 and 18 are blanks. Thus, considering items number 1 to 18, we can readily inspect the distribution of weights, and from this picture of distribution a fair idea may be had of

column. This shows that this method is not applicable

for the purpose of teaching history, and that the

method taught in history (the method number 1, 2, 3,

respectively) does not meet the needs of the history

teacher's problem to be solved. Therefore, a method

of 10 units. (This is indicated by the 10 units of

10 units in the technical report presented at this

point in the investigation of the method.) Next it will

be noted that items 1, 2, and 3 received no weights.

Although the three items were not indicated in this

teacher's questionnaire, the three questions

on this point, indicating the method of the three

the three items in the questionnaire.

Considering also the items 1, 2, and 3, it is evident

that explanation, teacher's notes, and discussion are

a present state in the assignment activity, each

having a weight of 10 units. This is

weighting shows that on the teacher's questionnaire

three items were used to the same effect. Item

number 10 shows there were 4 items used to the same

method was indicated as being used. Items 1, 2, and

10 are shown. Item 10 shows a weighting of 10 units

equal activity was used, and item 10 given

current events a weight of 1 unit. This teacher also

has an individual questionnaire to show the individual

weight to be given independently of other items.

The weighting for items 1, 2, 3, 10, and 11 are

shown. Thus, considering item number 1 to 10, we can

readily inspect the distribution of weights, and the

total picture of distribution of weights may be

the teaching procedures used by this teacher for 24 periods of classroom activity. This data was taken from the teacher's questionnaire sheets filled out by her for this study. All items from 1 to 18 apply to class work only. Home work or study assigned for time outside of class appears under numbers 19 to 23.

Item 19 indicates that in 9 instances special library work was assigned for home work. The number of problem-topic assignments made from regular textbook sources was 13. Space 21 shows that no drill work was assigned for home study. Items 22 and 23 indicate that assignments to be done at home were given out to the pupils both orally and written. A combined weighting of 35 tallies for items 22 and 23 show that most assignments for home study were a combination of both oral and written material.

By this same procedure the work of any teacher from 1 to 40 may be traced and read similarly. The weighting will vary with the different involved as would be expected.

How to Read the Total
Columns
at the
Bottom of Chart "A"

At the bottom of chart "A" the totals for all items from 1 to 23 are given. The grand total for items 1 to 23 is 3,048, and is found at the extreme left at the bottom of the chart. The percent that each item is of the grand total is also indicated.

On chart "A" at the bottom of the sheet the total of teaching periods under item number 2 is 768. In the third box-space from the left-hand edge is given the grand total of weights or tallies, 3,048, which is the base number of all percents indicated in units 1 to 18 across the bottom of the chart. At the bottom of each item column is given the total number of weights for that item and also the percent each is of the total 3,048. For example, the totals of weights for items 4, 5, and 6, are 538, 243, and 201, respectively, and these numbers are 17.6%, 7.9%, 6.6%, respectively, of the grand total for all items, 3,048.

For columns 19 to 23 the totals and percents are also given, each appearing in its respective box, at the bottom of the chart at the right-hand lower edge. The grand total for all weights or tallies for columns 19 to 23 is 1522, as indicated at the right of the chart at the extreme lower edge.

F. Examples of Organization of Chart "B".

Chart "B" differs from chart "A" principally in that the data on chart "B" is arranged to show the results grouped by "subjects" instead of by "teachers" as on chart "A". Also, because of a rearrangement of data and slight limitations, the grand total of teaching periods is lowered to 745. For similar reasons the grand total of weights or tallies is also reduced to 2568.

Taking English as an example for interpretation

On chart "A" at the bottom of the sheet the
total of registered parties under this number is 10
755. In the third box-space from the left-hand edge
to give the grand total of weights or values, 2,500
which is the same number of all parties included in
column 1. It is across the bottom of the sheet. At the
bottom of each line column is given the total weight
of parties for that line and also the grand total for
of the total 2,500. For example, the total weight
for lines 1, 2, and 3, are 250, 100, and 250, respective-
ly, and those numbers are 250, 100, 250, 2,500, respective-
ly, at the bottom of each line for all parties, 2,500.
For column 1 is 250 the total and across the
line 1, 2, and 3, are 250, 100, and 250, respective-
ly, at the bottom of the sheet at the right-hand lower corner.
The grand total for all weights or values for column
1 is 250, as indicated at the right of the sheet
at the bottom lower corner.

3. Examples of Organization of Chart "B".

Chart "B" differs from chart "A" principally in
that the name on chart "B" is arranged to show the re-
sults produced by "adjusted" instead of by "unadjusted" as
on chart "A". Also, because of a rearrangement of data
and slight limitations, the grand total of weights and
values is lowered to 2,000. For similar reasons the grand to-
tal of weights or values is also reduced to 2,000.
Below, Example as an example for illustration

we find that four (4) teachers are represented for a total of eighty (80) periods. The total number of weights for English, all items from 1 to 19, is 263, indicated in the No. 3 column reading across for the totals for English. The number of weights for item 4, English, is 47 or 17.9 percent of the total, 263. Item 5 has a total of 9 weights or 3.4 percent of 263. Item 6 is accredited for 44 or 16.7 percent, and so on.

A similar reading may be taken for each subject, such as History, French, German, etc.

G. General Interpretation of Charts "A" and "B".

The interpretations made and presented here are analytical considerations of the data gathered. There is no attempt to judge the value of any particular teacher's work nor to question his or her judgement in the use of the fifteen procedures noted. Rather, it is the purpose of these interpretations to merely indicate points of emphasis which are clearly evident from a study of the data.

The samplings have been typical and fairly analyzed. The data shows significant distributions among the fifteen procedures. Whether these distributions are as they should be is not to be considered at this point. They are however, discussed later in this section under divisions G and H. (Section III.) Those

interested in notes involving suggested changes in the practice concerning the making of class assignments should consult this section.)

The data on Chart "A" reveals and indicates that -

I. Technique No. 8, "Explanations - Teachers' Notes"

leads the other fourteen techniques, carrying a weight of 557 or 18.3 percent of a total of 3048.

II. Item No. 4, "Problems, topics, textbooks, etc."

follow a strong second with 538 or 17.6 percent weight out of 3048.

III. Technique No. 9. "Discussion - class and teacher,"

and No. 5, "Drill, practice, textbook, etc.," come third and fourth with 382, 12.5 percent and 243, 7.9 percent respectively.

IV, The use of actual life situations, item No. 18 occurred 83 or 2.9 percent of the total 3048 weights. Only units of activity actually involving life situations on a genuine project basis were accredited here. A more liberal interpretation of what constitutes an actual life situation would have increased this item considerably.

The life situations accepted for recording and accepted for recording and credit on charts "A" and "B" were -

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1. Girls' classes in cooking where the food, meals and luncheons cooked by them are actually eaten by someone, especially where luncheons are cooked for, eaten, and paid for by faculty members, students, etc.

2. Classes in sewing where the girls actually make and wear the dresses worked upon, buying their own material, patterns, etc.

3. Art class work where posters, scenery, Christmas cards, and many other works of art are actually used in the production of a commercial situation such as public or school plays, advertising, sale of Christmas cards, etc.

4. Printshop, related academic classes where some actual estimating, figuring of costs on real jobs to be billed, and design of salable material is accomplished.

5. Office Appliance classes where mimeograph, multi-graph, and special work is done and actually used in the administration of the school and in the city by several organizations.

6. Penmanship classes writing invitations, writing letters, etc. actually used in service.

7. Shorthand classes where service is available to teachers for the taking of notes, talks, data, etc.

8. Typewriting classes where work is done for several agencies and the school.

9. Instances in French and German classes where letters are sent to foreign countries and received from them, necessitating the use of French or German in actual life situations and usage.

1. The first object of the investigation is to determine the nature and extent of the problem. This is done by a preliminary survey of the situation. The results of this survey are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated.

2. The second object of the investigation is to determine the causes of the problem. This is done by a detailed study of the situation. The results of this study are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated.

3. The third object of the investigation is to determine the effects of the problem. This is done by a detailed study of the situation. The results of this study are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated.

4. The fourth object of the investigation is to determine the solutions to the problem. This is done by a detailed study of the situation. The results of this study are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated. The results of the investigation are then used to formulate a plan of action. The plan of action is then carried out, and the results are evaluated.

All other situations approaching this ideal, but not actually a project true to life in real size (not miniature) were classified as "topical".

It is notable that the Commercial, Domestic Science, and Vocational account for nearly all of the actual life situation projects, yet these are the first to be called extra, frills, and unnecessary by many critics of education whenever there is the "pinch" of economic distress.

The lack of weight accredited to item number 18, life situations, may be questionable. However, for our purpose concerning this study, it is probably not far amiss. Many additions to this technique could be made if extra-curricula activities such as Dramatics, Stage Craft, Debating, Audubon Club bird-walks, Etc. were a part of regular school curriculum. For the purposes of this study they were not counted as such, but rather as extra-curricula.

V. Three items, numbers 4, 8, and 9, Textbook problems, explanations, and discussion, respectively, account for a total of 1,477 accredited weights or 48.4 percent of the total for all fifteen (15) items or techniques.

VI. Current events, item (technique) No, 15 received 55 weights, a percentage of 1.8. This is undoubtedly very small and probably not truly representative.

Several reasons account for this: First, the teachers who are known to use current events frequently failed

All other elements representing this field.

Not having a perfect form in life is not also (not)

minerals) can be called a "perfect".

It is said that the complete, complete mineral

and technical process for making all of the mineral life

isolation process, but none was the first to be called

active, while, the substance by which it is called as an

action whatever there is the right of economic substance.

The lack of perfect minerals is also known as

life substance, but the substance is, however, for the

purpose, considered this matter, it is probably not the

same. Very similar to this substance is the same

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to indicate it on their questionnaire sheets. Again it may have been because of an in-between week, when much other work was to be done. However, the data is to be taken "as is" for the purpose of this study.

VII. Item No. 12, teacher-prepared assignments, accounts for only 115 or 4.4 percent of 2,568, (Chart "B"). Nearly all the rest of the material used comes, principally, from textbooks, manuals, etc. This topical data is used in many ways, discussions included, but its primary source is textbooks.

VIII. Item No. 16, individual assignments to allow individual pupil progress, is limited to 156 weights out of 2,568, or 6.1 percent, (Chart "B").¹ This indicates that most of the work is based on class progress, as a whole, the individual going along with the class and at class speed, rather than progressing independently. Large classes and mass procedure account for this situation.

IX. The division of home work weights is more or less self-explanatory. This data, found in columns 19 to 23, indicates that the majority of home work is

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It will be noted on chart "A" that the academic work for the Vocational boys of the Beverly High-Trade School is based on individualized assignments. These assignments are fully explained in detail. See: Appendix A.

It is also to be noted that the...
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assigned orally to the classes, 478, 38.6 percent being its weight. Textbook-problems and drill work constitute nearly all of the home work given, accounting for 547 or 44.1 percent of 1239 weights total, or figuring columns 19, 20, 21, accounting for 547 out of 598 or 91.4 percent of all assigned work.

- The Data on Chart "B" reveals and indicates that -

I. As a general statement, covering the whole chart, the totals given at the very bottom of the chart are about the same and indicate identical interpretations as does chart "A". However, over and above these interpretations, we may take many others pertaining especially to the subject-groups. By chart "B" we are able to make some comparisons between subjects that, on chart "A" are not easily possible.

II. The subjects comparatively free from textbook domination are, reading from top to bottom -*

1. Vocational academic.
2. Domestic Science (Clothing).
3. Art - Drawing.
4. Problems of Democracy for teacher No.3.
5. Office Appliances.
6. Typewriting.
7. Shorthand.

* This means from top to bottom on chart "B".

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All of the teachers represented used special teacher-prepared data, notes, sheets, and current events material, etc. instead of textbooks for the bulk of their work. This, undoubtedly, entails much extra time, thought, industry, and enthusiasm, which the more traditional procedure does not require in comparison. Also, judging by modern criteria of educational standards, it represents the progressive, more acceptable, procedure, if properly done. This does not necessarily mean that all use of textbook is undesirable, but it certainly is the present day view that in the better school it is minimized.

III. Drill work is conspicuously absent in -

1. Most English work.
2. History.
3. Vocational academic.
4. Domestic Science (Cooking and Sewing).
5. Science.
6. Art - Drawing.
7. Problems of Democracy - Civics.
8. Commercial Law.

IV. Recitation was prominent in -

1. English.

Note. Teacher No.(16) apparently does not use it.

2. French.
3. Latin.

4. Mathematics.

5. Science.

It was a surprise to find such an emphasis on recitation in English, a subject that is supposed to have been vitalized in modern educational practice.

V. Items 8 and 9, explanations and discussion, are the most commonly used of all procedures. Together they account for 476 weights or 18.4 percent of the total for all fifteen (15) procedures. This was interesting because these are not usually considered techniques by writers on the subject.

VI. Item No. 12* is not well represented, the following accounting for most of the credits given:

1. English, (Teacher No. 16).
2. Vocational Academic.
3. Domestic Science (cooking).
4. Art - Drawing.
5. Office Appliances.
6. Typewriting.
7. Commercial Law.

If properly done, this technique should represent progressive departure from the traditional textbook routine assignment.

VII. Special library work and junior research is found in the following cases:

* Item 12 indicates "teacher-prepared assignments." These assignments consist of mimeograph and multi-graph material, lesson sheets, notes, etc., other than regular textbook matter.

1. English, (Teacher No.16).
2. History, (Teacher No.2).
3. French, (Teacher No.36).
4. German, (Teacher No.36).
5. Vocational academic.
6. Problems of Democracy, (Teacher No.25).

VIII. Individualized assignments, (Item No. 16).

This very important and most desirable feature of modern educational practice is to be found only in the following cases to any marked extent:

1. History,(Teacher No.1).
2. Vocational academic.
3. Mathematics,(Teacher No.17)
4. Domestic Science, (Clothing).
5. Art - Drawing.
6. Office Appliances.
7. Bookkeeping.
8. Typewriting.

IX. The life situations occurred as indicated on Chart "A" also:

1. French, (Teacher No. 36).
2. German, (Teacher No. 36).
3. Vocational academic (Printing, Teacher NO.19)
4. Domestic Science - Cooking.
5. Domestic Science - Clothing.
6. Art - Drawing.
7. Office Appliances.

8. Typewriting (Teacher No. 41).
9. Shorthand (Teacher No. 22).
10. Penmanship (Teacher No. 26).

H. - Summary and Suggestions to Supervisors.

- The Book Viewpoint -

In spite of the limitations of this study, the analysis of over 750 teaching periods discloses the fact that, as yet, our work as a whole is based, primarily, upon the book viewpoint. It indicates plainly that the actual use of life situations, upon a genuine project¹ basis, is very limited, representing about three (3) percent of all the work.

*

A table of the order of usage as disclosed by charts "A" and "B" now follows: (See page 65).

1

The term "project" is used here to indicate activity involving a life situation of limited size and scope.

* Table Number II. (page 65).

*
ORDER OF USAGE TABLE
of the
DATA PRESENTED ON CHARTS "A" and "B".

Order of precedence	Item Number	What the Item is	Number of weights	Percent of total.
1	8	Expl. Teacher's N.	557	18.3
2	4	Textbook Prob.	538	17.6
3	9	Discussion, etc.	382	12.5
4	5	Textbook Drill	243	7.9
5	6	Recitation, etc.	201	6.6
6	13	Blackboard-Maps	173	5.7
7	10	Test-Quiz Mat.	172	5.6
8	16	Indiv. Assign.	163	5.3
9	12	Teacher-Assign.	149	4.9
10	11	Correct'n of W'k.	113	4.2
11	7	Dictation, etc.	90	2.9
12	18	Life situations	89	2.9
13	14	Library research	86	2.8
14	15	Current-Events	55	1.8
15	17	Notebook Work	43	1.4
<hr/>				
Tot. 15	- 4 to 18	-	- 3,048	- 100%

Note. This table gives the order of precedence that the fifteen techniques-items, (4 to 18), received. It also gives the summary of weights assigned to each, and the percent of the total, (3,048), that each one is. The detailed explanation of each "item" is given at the beginning of section number III.

See chart "A" for additional data and interpretations.

* Table Number II. See page 66, for additional details of this table.

The above data represents the returns of work assigned by forty, (40), teachers, covering seven-hundred sixty-eight periods of teaching.

*
ORDER OF MERIT TABLE
of the
DATA PRESENTED BY CHARTS AND FIGURES

Order of precedence	Item Number	What the item is	Weight	Order of precedence
1	1	1. General Introduction	100	1
2	2	2. General Introduction	100	2
3	3	3. General Introduction	100	3
4	4	4. General Introduction	100	4
5	5	5. General Introduction	100	5
6	6	6. General Introduction	100	6
7	7	7. General Introduction	100	7
8	8	8. General Introduction	100	8
9	9	9. General Introduction	100	9
10	10	10. General Introduction	100	10
11	11	11. General Introduction	100	11
12	12	12. General Introduction	100	12
13	13	13. General Introduction	100	13
14	14	14. General Introduction	100	14
15	15	15. General Introduction	100	15
16	16	16. General Introduction	100	16
17	17	17. General Introduction	100	17
18	18	18. General Introduction	100	18
19	19	19. General Introduction	100	19
20	20	20. General Introduction	100	20
21	21	21. General Introduction	100	21
22	22	22. General Introduction	100	22
23	23	23. General Introduction	100	23
24	24	24. General Introduction	100	24
25	25	25. General Introduction	100	25
26	26	26. General Introduction	100	26
27	27	27. General Introduction	100	27
28	28	28. General Introduction	100	28
29	29	29. General Introduction	100	29
30	30	30. General Introduction	100	30
31	31	31. General Introduction	100	31
32	32	32. General Introduction	100	32
33	33	33. General Introduction	100	33
34	34	34. General Introduction	100	34
35	35	35. General Introduction	100	35
36	36	36. General Introduction	100	36
37	37	37. General Introduction	100	37
38	38	38. General Introduction	100	38
39	39	39. General Introduction	100	39
40	40	40. General Introduction	100	40
41	41	41. General Introduction	100	41
42	42	42. General Introduction	100	42
43	43	43. General Introduction	100	43
44	44	44. General Introduction	100	44
45	45	45. General Introduction	100	45
46	46	46. General Introduction	100	46
47	47	47. General Introduction	100	47
48	48	48. General Introduction	100	48
49	49	49. General Introduction	100	49
50	50	50. General Introduction	100	50
51	51	51. General Introduction	100	51
52	52	52. General Introduction	100	52
53	53	53. General Introduction	100	53
54	54	54. General Introduction	100	54
55	55	55. General Introduction	100	55
56	56	56. General Introduction	100	56
57	57	57. General Introduction	100	57
58	58	58. General Introduction	100	58
59	59	59. General Introduction	100	59
60	60	60. General Introduction	100	60
61	61	61. General Introduction	100	61
62	62	62. General Introduction	100	62
63	63	63. General Introduction	100	63
64	64	64. General Introduction	100	64
65	65	65. General Introduction	100	65
66	66	66. General Introduction	100	66
67	67	67. General Introduction	100	67
68	68	68. General Introduction	100	68
69	69	69. General Introduction	100	69
70	70	70. General Introduction	100	70
71	71	71. General Introduction	100	71
72	72	72. General Introduction	100	72
73	73	73. General Introduction	100	73
74	74	74. General Introduction	100	74
75	75	75. General Introduction	100	75
76	76	76. General Introduction	100	76
77	77	77. General Introduction	100	77
78	78	78. General Introduction	100	78
79	79	79. General Introduction	100	79
80	80	80. General Introduction	100	80
81	81	81. General Introduction	100	81
82	82	82. General Introduction	100	82
83	83	83. General Introduction	100	83
84	84	84. General Introduction	100	84
85	85	85. General Introduction	100	85
86	86	86. General Introduction	100	86
87	87	87. General Introduction	100	87
88	88	88. General Introduction	100	88
89	89	89. General Introduction	100	89
90	90	90. General Introduction	100	90
91	91	91. General Introduction	100	91
92	92	92. General Introduction	100	92
93	93	93. General Introduction	100	93
94	94	94. General Introduction	100	94
95	95	95. General Introduction	100	95
96	96	96. General Introduction	100	96
97	97	97. General Introduction	100	97
98	98	98. General Introduction	100	98
99	99	99. General Introduction	100	99
100	100	100. General Introduction	100	100

Note. This table gives the order of precedence that the
thirteen technical items, (1 to 13), received. It also gives
the number of weights assigned to each, and the percent of
the total, (100%), that each one is. The detailed ex-
planation of each "item" is given at the beginning of section
number III.

See chart "A" for additional data and information.

* Table number II, see page 56, for additional
details of this table.

The above data represents the returns of work assigned
by letter (100), technical, covering seven-hundred sixty-eight
sections of research.

Referring to the preceding summary-table,* it is interesting to note that five (5) very important items in the set-up of modern education are comparatively little used considering their order of precedence in the data table. These are -

- Item No. 16 - Individual assignments.
- " " 12 - Teacher-prepared assignments.
- " " 18 - Life situations assignments
- " " 14 - Library research.
- " " 15 - Current events.

This seems to indicate that the proper emphasis upon these important phases of the new-type assignment has not been realized commensurate with their significance. A lack of emphasis on these items may be fairly considered as an indication that considerable emphasis has been placed upon such phases of teaching as textbook problems, recitation, drill, and class progress rather than individual progress, commensurate with individual adaptability, abilities, skills, and accomplishment.

It is not necessary to discuss in great detail why this is a very common practice in our schools to-day. The fact remains that it is so, and that there are definite reasons for this being so. Some of the causes of this traditional practice may be laid to -

1. College entrance requirements.
2. Traditional practice and its grip upon the people in general.
3. Interference by politicians to a more worthwhile program of individualized and functional education.

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4. Teachers who, no matter how well informed and trained, have the "book" viewpoint of education. This is the traditional viewpoint, and still predominant.
5. Because it is the "easier" way. A close study of plans such as the Dalton, the Winnetka, the Morrison, and the New Britain systems reveal that they require an entirely different teacher-viewpoint than the traditional way of teaching practice.
6. Lack of a uniform program in the field of education. Disagreement among educators as to what education is and what it should accomplish.
7. Low salary schedules. Because of this many of the better trained and equipped teachers are not attracted to the field of education.
8. Personal and social inertia to any change whatever, regardless. The attitude on the part of many that all changes should be considered "radical", therefore, more or less "taboo".
9. Poor and inadequate facilities such as obsolete building equipment, supplies, and most important of all, a severely undermanned teaching force.
10. The thesis held by many that the schools are run and maintained for the "teachers" instead of for the "children".
11. The age-old fallacy of "mental discipline", and the "transfer of training" doctrine.
12. The too prevalent idea that anything utilitarian is necessarily uncultural and to be looked upon as "bourgeois". This viewpoint is fast changing, thanks to many pioneers such as Dewey, Rousseau, Counts, Glenn Frank, and others.

In conclusion, it is obvious that the real task of the schools today is to meet the challenge of youth. We as teachers must meet this challenge!

SECTION NUMBER

-IV -

- COMPLETE ANNOTATED BIBLIOGRAPHY* -

* Note. The references listed in this bibliography were used thoroughly in the preparation of this thesis.

Also, each reference carries a "code" number which identifies it throughout this thesis.

SECTION THREE

- IV -

- DOMESTIC AND FOREIGN RELATIONS -

The references listed in this
document were made to the
in the preparation of this report.
Also, when reference is made to
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of the best books to date on the assign-
ment. The entire book of sixteen chapters
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ical, technical, and
has a bibliography for each phase.

A FOUR-YEAR ATTEMPT
AT THE IMPROVEMENT OF THE ASSIGNMENT
BY ONE TEACHER
AT THE
BEVERLY HIGH SCHOOL

- A F F E N D I X -

1. Reasons for adopting the "Directed Individual Assignment and Research Plan" at the Beverly High-Trade School, Beverly, Massachusetts.

The "Directed Individual Assignment and Research Plan" was adopted at the Beverly High-Trade School, for use in the academic classes, for six reasons:

1. - A P P E N D I X -

A

All classes were heterogeneous by age, mental ability, achievement, trade ability, school-year standing, and enrollment.

-A FOUR-YEAR ATTEMPT AT THE IMPROVEMENT
OF THE ASSIGNMENT, BY ONE TEACHER, AT
THE BEVERLY HIGH SCHOOL -

Provision for the individual differences and needs of the pupils was to be the major aim of all instruction. It should be realized that the only way to reach this aim was to make use of the individual differences of the pupils. It was thought that this could be accomplished through the use of directed individual assignments, so designed and administered that individual progress could be achieved under all conditions of class attendance, enrollment, and placement activity.¹

STATION NUMBER THREE.

Activities, report-like memorization, and class paper.

* This is the name given to the experimental report of assignments at the Beverly Trade School.

1. The term "placement" indicates a definite individual assignment of a pupil to a definite position in the class. It is the name given to the name of the class.

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A FOUR-YEAR STUDY AT THE UNIVERSITY
OF CALIFORNIA, BERKELEY, IN THE
DEPARTMENT OF CHEMISTRY

A FOUR-YEAR ATTEMPT
AT THE IMPROVEMENT OF THE ASSIGNMENT
by one teacher
at the
BEVERLY HIGH SCHOOL

--- A P P E N D I X - A ---

- A. Reasons for adopting the "Directed Individual Assignment and Research Plan"* at the Beverly High-Trade School, Beverly, Massachusetts.

The "Directed Individual Assignment and Research Plan" was adopted at the Beverly High-Trade school, for use in the academic classes, for six reasons:

1. REASON NUMBER ONE.

All classes were heterogeneous by age, mental ability, achievement, trade activity, school-year grading, and enrollment.

REASON NUMBER TWO.

Provision for the individual differences and needs of the pupils was to be the major aim of all instruction, insofar as time and facilities would permit. It was thought that this could be accomplished through the use of directed individual assignments, so designed and administered that individual pupil-progress would be achieved under all conditions of class attendance, enrollment, and placement activity.¹

REASON NUMBER THREE.

Recitation, parrot-like memorization, and mass pro-

* This is the name given to the experimental set-up of assignments at the Beverly Trade School.

¹

The term "placement" indicates cooperative industrial employment on a part-time basis as is common in Trade School procedure. See page 79 for details.

cedure were to be eliminated from the class-room.

- REASON NUMBER FOUR -

All pupils were to be provided with instruction, so directed and recorded, that a complete three-year course would be guaranteed to each pupil under all conditions of class attendance, enrollment, and placement. The heterogeneous construction of all classes, as stated under reason number one, made this of paramount importance.

- REASON NUMBER FIVE -

There was to be no regular use of textbooks. All work was to be carried on through the use of a class laboratory-library, and the school library. No sets of textbooks were to be available for textbook study and procedure.

- REASON NUMBER SIX -

Failures, because of the traditional or conventional reasons, were to be eliminated. Every pupil was to have the grade of work he could do commensurate with his abilities, skills, and achievement.

2. DETAILS OF REASON NUMBER ONE.

(Heterogeneous class construction).

In each class were boys of first, second, and third-year grades, that is, on the basis of a three-year Trade School, equivalent to the tenth, eleventh, and twelfth grades in the regular Senior High School.

Page 17
cases were to be eliminated from the class-room.

- REASON NUMBER FOUR -

All pupils were to be provided with instruction, as directed and recorded, that a complete three-year course would be furnished to each pupil under all conditions of class attendance, enrollment, and placement. The heterogeneous collection of all classes, as stated, under reason number one, was also of great importance.

- REASON NUMBER FIVE -

There was to be no restriction of textbooks. All texts were to be chosen on the basis of the use of a class laboratory-library, and the school library. To note of textbooks were to be available for textbook study and procedure.

- REASON NUMBER SIX -

Failures, because of the traditional or conventional nature of the work, were to be eliminated. Every pupil was to have the grade of work he could be commensurate with his abilities, skills, and achievement.

2. DETAILS OF REASON NUMBER ONE.

(Heterogeneous class organization.)

In each class were boys of first, second, and third-year grade, that is, on the basis of a three-year grade school, equivalent to the fourth, eleventh, and twelfth grades in the regular section high school.

In Beverly, the Trade School is incorporated as a department in the Senior High School. Every Trade School graduate receives not only a Trade School diploma, but a High School diploma also. Enrollment is allowed at any time of the year, providing a vacancy occurs. As there are usually more applicants than there are vacancies, selection is made possible from among several candidates. Through this process of selecting new members to classes the quality of pupil is kept high. This plan has raised the level of all classes, and strict requirements as academic ratings, achievement grades, and character traits, prevails.

However, this process of admitting new members at any time of the school-year that vacancies occur, causes all classes to be more or less mixed, and the enrollments are irregular, also. Pupils have twelve quarters of academic and shop work to complete from the time of enrollment, and whenever that work has been accomplished the pupil is ready to leave. He, of course, returns for the yearly graduation.

Further, the chronological ages of the pupils in the various classes vary from fourteen to eighteen and up. There is no grading according to intelligence quotients, either. To further make matters more complicated, there are two trades represented in each of the academic classes. This is caused by the fact that two groups of trade boys are included in each class for academic study, making the total number in each study class about thirty-four. (Each trade group has an

In Beverly, the Trade School is incorporated as a department in the Boston High School. Every Trade School graduate receives not only a Trade School diploma, but a High School diploma also. Enrollment is allowed at any time of the year, providing a vacancy occurs. As there are usually more applicants than there are vacancies, selection is made possible from among several candidates. Through this process of selecting new students to increase the quality of pupils is kept high. This plan has raised the level of all classes, and student requirements as academic ratings, achievement grades, and character traits, provided.

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Further, the chronological ages of the pupils in the various classes vary from fourteen to eighteen and up. There is no grading according to intelligence and ability, either. To further make matters more complicated, there are two trades represented in each of the academic classes. This is caused by the fact that two groups of trade boys are included in each class for academic study, making the total number in each study class about thirty-four. (Each trade group has an

enrollment of seventeen, (17), by State law). The next difficult situation that had to be faced was caused by the common practice in Vocational and Trade Schools of allowing the boys to leave the school and work in shops, factories, etc, part-time, during their regular school-year. This practice is very desirable and helpful to the student. It enables him to help earn his way through school, and it also puts him in contact with industry. But, it entails with it the problem of very irregular class attendance for academic study, especially. This work cannot very well be planned. It has to be taken advantage of whenever there is a call from any of the local shops or factories for boys. When they return from this placement training they come back to class to make up the work they have lost. This means that provision must be made for individual "make-up" of such time out. Obviously, no plan of class teaching would answer this problem. The traditional class mass-procedure system is absolutely out of the question with groups like these. After much study and experimenting with different plans of class administration, a special plan adapted to these administrative details was designed for these classes. For want of a better name we have called it the :

3. DETAILS OF NUMBER TWO.

"Directed Individual Assignment and Research Plan"

This plan was based upon other schemes of individual instruction such as the Dalton, Winnetka, and the New

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Britain Plans. These assignments, based upon the minimum essentials of such a curriculum, were to form the major part of the instruction. Special and extra assignments that could be drawn upon as the needs arose, were to provide the basis of work for the superior workers or for reasons of specific cases in individual guidance and instruction.

The assignments are individual
insofar
as individual pupil progress
is concerned.

These assignments allow full budgeting of time, on the part of the pupil, and form a "contract" that is to be completed for credit within specified limits of time. While they are given to all class members upon completion of previously assigned work, they are individual inasmuch as they allow this independence of time-budgeting, independence of study and research, and independence of all other class members for completion. Also, most of the help each pupil receives on any of the assignments, if the need arises, is individual and especially for his needs and for his task at hand.

All assignments are definite pieces
of work in themselves, and graded.

All assignments are definite pieces of work in themselves, properly graded and adapted to the specific needs of the class structure, based upon the three-year program.

British Isles. These assignments, based upon the minimum essentials of such a curriculum, were to form the major part of the instruction. Special and extra assignments that could be drawn upon as the needs arose, were to provide the basis of work for the superior writers or for reasons of specific cases in individual guidance and instruction.

The assignments are individual in character as individual pupil progress is concerned.

These assignments allow full budgeting of time on the part of the pupil, and have a "contract" that is to be completed for credit within specified limits of time. While they are given to all class members upon completion of previously assigned work, they are individual in character as they allow this independence of time-budgeting, independence of study and research, and independence of all other class members for completion. Also, most of the help each pupil receives on any of the assignments, if the need arises, is individual and especially for his needs and for his task at hand.

All assignments are definite pieces of work in themselves, and given.

All assignments are definite pieces of work in themselves, properly graded and adapted to the specific needs of the class structure, based upon the three-year program.

The initial work of beginning such a field of study with individual assignments was tremendous. Especially so since there were practically no other classes using any material of this kind. But, because of the cumulative nature of such instruction material, it becomes increasingly available.

Assignments easily kept up
to date.

Once the material is available, it is easily kept up to date with revisions from time to time. Individual units may be changed at will, and if wisely done, does not entail too much work to make it practical for almost constant revising.

The use of this plan does not mean that these classes have no discussions, talks, or class activity as a group. On the contrary, such time as is needed and useful may be taken at any time. The use of current-events, class helps, and other non-graded work may be worked in by class discussion, talks, etc, and proves interesting to all members of the classes. It also provides them with rest periods from their written composition that naturally goes with these plans of individual instruction. All such directed library work should be balanced with proper class activity at planned intervals and at certain psychological moments as may present themselves.

This system or plan of
Directed Individual Assignments
provides for:

The initial work of identifying such a field of study
with individual assignments was tremendous. Especially
as there were practically no other classes using
any material of this kind. But, because of the enormous
positive nature of such identification material, it became
increasingly available.

Assignments easily kept up
to date.

Once the material is available, it is easily kept
up to date with revisions from time to time. Individual
units may be changed at will, and it is usually done, does
not entail too much work to make it practical for almost
constant revising.

The use of this plan does not mean that these classes
have no discussions, talks, or class activities as a group.
On the contrary, when time is needed and desired may
be taken at any time. The use of current-events, class
debates, and other mind-provoking work may be worked in by
class discussion, talks, etc., and proved interesting to
all members of the classes. It also provides them with
vast material from their written composition that naturally
goes with these plans of individual instruction. All
such identified literary work should be followed with proper
class activity at planned intervals and at certain psy-
chological moments as they present themselves.

This system of plan of
divided individual assignments
provides for:

a. Individual instruction .

To meet the pupil's immediate needs,

To meet his future needs as a citizen of
American Democracy,

b. Class or group instruction wherever needed.

To cover certain necessary work or units
of instruction of common interest and
value to all members of the classes re-
gardless of their grouping, age, and en-
rollment. This work of course, will be
ungraded in content. (Mixed classes
make this necessary).

To discuss current-events, etc,

Discussion of methods and procedure of
assignment and problem completion.

Class discussions,

Routine data, notices, directions, etc.

c. Content and selection of material for assignments.

This resolves itself into two sections,
one concerning selection of material
by the teacher, and the other, the
selection of material by the pupil.

The selection of material by the teacher
involves the use of material from the
best in the field of textbook sources,
libraries, industry, civil life, the
home, etc.

The selection of material by the pupil
involves the use of his special inter-
ests, trade experiences, home and civic
needs.

Throughout the plan of individual instruction at
Beverly we have emphasized the selection of material by
the pupil himself whenever he has earned the privilege
to do so. Of course, the minimum essentials have to be
covered first. But in any special cases where the need

To meet the pupil's immediate needs

To meet his future needs as a citizen of
American Democracy

2. Plans or group instruction whenever needed

To cover certain necessary facts or units
of instruction as common interests and
values to all members of the class re-
gardless of their grouping, age, and in-
tellectual level. This work of course, will be
repeated in content. (Mixed classes
make this necessary).

To discuss current-events, etc.

Discussion of methods and procedure of
experiment and problem solution.

Class discussion

Routine facts, notices, questions, etc.

3. Content and selection of material for assignments

This involves itself into two problems,
the concerning selection of material
by the teacher, and the other, the
selection of material by the pupil.

The selection of material by the teacher
involves the use of material from the
past in the field of technical knowl-
edge, science, industry, civil life, the
home, etc.

The selection of material by the pupil
involves the use of the material later-
rate, large experiences, facts and civil
matters.

Throughout the plan of individual instruction at
Beverly we have emphasized the selection of material by
the pupil himself whenever he has earned the privilege
to do so. Of course, the minimum essentials have to be
covered first. But in any special cases where the need

is genuine and it is thought that the pupil will gain by such work, it is allowed. Many excellent junior researches have been carried on in this manner, and many pupils are given the opportunity to earn special credits by this extra work of their own selection. It goes without saying, that this work is the best motivated of all work done. The reason is that it originates with a desire on the part of the pupils to do work of peculiar interest and value to them.

4. DETAILS OF REASON NUMBER THREE.

(Elimination of recitation).

It becomes readily apparent that "recitation" is not a part of the program at the Beverly High-Trade School for the academic classes. The reciting back to the teacher parrot-like of memorized work, is of little value, in my opinion. This better plan provides for an application of individual study, time-budgeting, junior research, and class discussions, talks, helps, etc, wherever they are necessary. It provides a better opportunity for understanding, rather than rote memorization.

5. DETAILS OF REASON NUMBER FOUR.

(Individual assignments for all pupils).

The year's work is divided into four assignments for each subject. This allows one assignment for each quarter, and has proven a very good division of work. Each assignment has a specific number for classifica-

is possible and it is thought that the pupil will gain
by such work, it is allowed. Very excellent junior
researches have been carried on in this manner, and
many pupils are given the opportunity to carry special
projects of their own work or their own selection. It
goes without saying, that this work is the best work
done by all hands here. The reason is that it origi-
nates with a desire on the part of the pupils to do
work of greatest interest and value to them.

4. DETAILS OF REASON NUMBER THREE.
(Elimination of recitation.)

It becomes readily apparent that "recitation" is
not a part of the program at the Beverly High-School
School for the academic classes. The recitation book
to the teacher part-time of recitation work, is of
little value, in my opinion. This better plan pro-
vides for an application of individual ability, time,
initiative, interest, and class discussion.
Lectures, reports, etc., however, may be necessary. It
provides a better opportunity for understanding,
rather than rote memorization.

5. DETAILS OF REASON NUMBER FOUR.
(Individual assignments for all pupils.)

The year's work is divided into four assignments
for each subject. This allows one assignment for each
quarter, and has proved a very good division of work.
Each assignment has a specific number for identifica-

tion. Thus:

First-year assignments are marked	-I-
Second-year " " "	-II-
Third-year " " "	-III-

For additional clearness and convenience, the different years' assignments are colored in code:

First-year assignments are	-RED
Second-year " "	-WHITE
Third-year " "	-BLUE

Each assignment is marked to indicate the quarter in which it is to be worked. As there are four (4), quarters to the year, the assignments are marked:

I - 1, I - 2, I - 3, I - 4,	(First-year)
II- 1, II- 2, II- 3, II- 4,	(Second ")
III-1, III-2, III-3, III-4,	(Third ")

These explanations are given so that the assignments included with this section covering the three-year courses in Industrial History, Citizenship-Economics, and Hygiene-Health, will be readily understood.

- Methods of giving out assignments -

It might be interesting to explain that these assignments are given out whenever the pupils need them. At the start of the year the first-quarter's work is given out to all new members who are new members for the first time. The older members of the class are given whatever assignments they should have. This is easily determined by reference to their individual

First-year assignments are marked	I -
Second-year " " " "	II -
Third-year " " " "	III -

For additional elements and convenience, the

different year assignments are colored in code:

First-year assignments are	RED
Second-year " " "	BLUE
Third-year " " "	GREEN

Each assignment is marked to indicate the quarter

in which it is to be worked. As there are four (4),

quarters to the year, the assignments are marked:

I - 1, I - 2, I - 3, I - 4, (First-year)
II - 1, II - 2, II - 3, II - 4, (Second-year)
III - 1, III - 2, III - 3, III - 4, (Third-year)

These explanations are given so that the assign-

ments included with this section covering the three-

year courses in Industrial History, Citizenship-Econom-

ics, and English-History, will be readily understood.

- Methods of giving out assignments -

It might be interesting to explain that these

assignments are given out whenever the pupils need

them. At the start of the year the first-quarter's

work is given out to all new students who are new com-

ers for the first time. The other members of the class

are given whatever assignments they should have. This

is easily determined by reference to their individual

record card that is always on file.

6. DETAILS OF REASON NUMBER FIVE.

(The elimination of textbooks)

As was stated before at the beginning of this paper, there were to be no textbooks for class instruction. With the development of the so-called "Directed Individual Assignment and Research Plan", the classroom was turned into a library-laboratory for study, conference work, and co-operative effort. To facilitate the use of the school library, each pupil is allowed several library permits each week, and through a careful check-up at the library, each period so spent is accounted for. These slips are used any periods except the first period in each day that the class reports to my classes. This is done so that the entire class will be present at the beginning of each day to receive special notices, help, and information regarding any possible changes in the day's program that might require them to act as a body. Other than this they are free to budget their daily time as they see fit, provided that they are doing worthwhile work and accomplishing something commensurate with their abilities and opportunities.

7. DETAILS OF REASON NUMBER SIX.

(The elimination of failures)

We have found that by carefully grading the work that each pupil is to do, or expected to do, that it

records and that is always on file.

6. DETAILS OF REASON NUMBER FIVE.

(The elimination of textbooks)

As was stated before at the beginning of this paper, there were to be no textbooks for the first year. With the development of the so-called "directed individual assignment and selection plan," the classroom was turned into a library-laboratory for study, conference work, and co-operative effort. To facilitate the use of the school library, each pupil is allowed several library books each week, and through a careful check-up at the library, each period as spent is accounted for. These signs are used in periods except the first period in each day that the class returns to my classes. This is done so that the entire class will be present at the beginning of each day to receive special notices, help, and information regarding any possible changes in the program that might require them to act in a hurry. Other than this they are free to budget their study time as they see fit, provided that they are doing worthwhile work and occasionally consulting comments with their abilities and opportunities.

7. DETAILS OF REASON NUMBER SIX.

(The elimination of textbooks)

We have found that by carefully planning the work that each pupil is to do, or expected to do, that it

is possible to reduce failures to a great extent. Of course, much depends on the viewpoint taken by the administrator and teachers of the school, and the amount of leeway allowed in the ranking of the pupils. If the viewpoint is taken that any pupil who does his best is not a "failure", it is possible to pass work that according to College Preparatory standards would be entirely unacceptable. In our school the viewpoint may be taken that any boy who, according to our records, observation, and judgement, would "make good" in industry and who does his best at his academic work should be given the advantage of all assistance possible, and that his ranking should be "passing". This does not mean that he should be graded and "A" or a "B". It does mean that the pupil should be ranked as , say, satisfactory, and not "failed".

During the last four years that this so-called "Directed Individual Assignment and Research Plan" has been in operation at the school, only one (1) boy has failed to complete enough work to secure a "passing" grade. In a few other cases where failures might have resulted, withdrawals saved the good record of the boys. Of course, such a record could probably have been made with many other plans of teaching and administration of credit ranking. Nevertheless, the individual assignments have proved to be very helpful and in spite of their defects and very apparent shortcomings have contributed much to our success in reducing the number of "failures".

This is one of the accom-

in response to various letters to a great extent. It
has been found that the viewpoint of the
administration and teachers of the school, and the
amount of money allowed in the running of the public
it has been found to be better than any other school
that is not a "public", it is possible to pass work
that according to the age of the school, it would
be entirely unnecessary. In our school the viewpoint
has been found that any boy who, according to the results
of examination, and judgment, would "make good" in his
city and who does his best in his academic work should
be given the advantage of all available facilities, and
that his training should be "practical". This does not mean
that he should be trained as a "public", it does mean
that the school should be trained as a "public", and
not "practical".

During the last year, it has been found that this is called "practical"
which is a practical training and research work, and has been
in operation at the school, only one (1) boy has failed
to complete enough work to secure a "practical" grade. In
a few other cases where failures might have resulted,
the school has saved the best results of the year. Of course,
such a report could probably have been made with only
other plans of teaching and administration of credit
training. Nevertheless, the individual students have
tried to be very helpful and in spite of their defects
the very important individuals have contributed much to
our success in the year. The number of "practicals"
This is one of the best.

plishments of the plan. I believe that the elimination of failures from the classroom is our real task. Some way must be found to secure something worthwhile from every student. It may not be amiss to assume that every pupil failure carries with it a TEACHER failure as well. At least there should be a closer teacher-pupil relationship and a better sharing of responsibility. In many cases of my observation, where pupils have met with failure in their school studies, the blame was not entirely the pupil's. After all, the schools are made for the children -- not for the teachers. We must not say as the popular slogan of war has it, "They shall not pass!" Our slogan should be, "They shall not fail!" We have no right to make scrap and wast-basket material out of boys and girls entrusted to our care. Every school failure carries also an obligation and a responsibility. The blame for any failure must never be the teacher's. To my way of thinking it is not only unethical, but entirely unprofessional, as well.

B. Summary of the advantages of the "Directed Individual Assignment and Research Plan."

- a. It provides great flexibility and can be adapted to most conditions of class attendance, enrollment, and routine.
- b. It can be made to successfully meet reasonable demands for individual instruction, guidance, and individual progress.
- c. It can be made to effectively eliminate so-called "recitation" from the classroom.

... I believe that the child-

... of the classroom is not

... Some way must be found to secure something

... It may not be

... to assume that every child

... At least there should

... be a closer teacher-pupil relationship and a better

... In many cases of

... where pupils have met with failure

... the place was not entirely

... After all, the schools are made for

... not for the teachers.

... "They shall

... not pass!" Our slogan should be, "They shall not fail!"

... We have no right to make a step and want-pupil material

... Every

... school teacher carries also an obligation and a re-

... responsibility. The place for any failure must never

... be the teacher's. To say of himself, it is not

... only unethical, but entirely unprofessional, to say,

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- d. The textbook is not used as a text. Library reference material can be made the source of most of the material needed. This should give the pupil a wider viewpoint through the use of several authors, etc, rather the viewpoint of an only text.
- e. It can be made to eliminate "failures". The very nature of the assignment material provides opportunity for some accomplishment of passable grade. The elimination of the recitation accounts for this also.
- f. Allows free budgeting of pupil time and places a "stabilizing" responsibility upon the student that can be made to produce useful and functional results.
- g. Provides the opportunity for library research and the use of reference material that most procedures neglect.
- h. It provides the opportunity for the teacher to be a real "counsellor", a "helper", and a "co-worker"--not just a hearer of recitations, a dictator, and a corrector of papers.
- i. I have found that it helps reduce disciplinary difficulties. The pupils are allowed the freedom of the classroom just as a citizen is allowed the freedom of his city. It makes for a better teacher-pupil relationship.
- j. It provides greater opportunity for group activity, for student co-operation, and for mutual understandings, one with the other.
- k. It allows the collection of an excellent class library at a very small expense. No large set of textbooks to become obsolete. Single copies in most cases are sufficient.
- l. The grading of the work done is easily accomplished, and in many cases material of special interest to the pupils may become a valuable reference for use at home and future needs.
- m. It prevents excessive "teacher-telling", talking, and lecturing. Assisting and helping the pupils under this plan of teaching organization is entirely different. It becomes counselling, and co-operative enterprize.

The textbook is not used as a text. Library reference material can be used in the study of most of the material needed. This should give the pupil a better viewpoint through the use of several sources, and, thus, the viewpoint of an only text.

It can be used to eliminate "distances". The very nature of the assignment material gives opportunity for some recognition of the situation. The elimination of the distance accounts for this.

After the building of group time and the use of "distances" responsibility upon the student that can be made to produce useful and functional results.

It provides the opportunity for library research and the use of reference material that need procedure neglected.

It provides the opportunity for the teacher to use a real "consequence", a "teacher" and a "student" -- not just a teacher of results, a teacher, and a consequence of results.

I have found that it helps to use this building. The results are almost the same for all the students, but as a teacher is allowed the freedom of his class. It makes for a better teacher-student relationship.

It provides greater opportunity for group activity. The student is encouraged, and for this, the student is encouraged, and with the other.

It allows the collection of an excellent class library of a very small amount. To large and of textbooks to become obsolete. This is because the most common are sufficient.

The quality of the work done is really superior. The work done is really superior. The work done is really superior. The work done is really superior. The work done is really superior.

It prevents excessive "teacher-filling", and, thus, the teacher is encouraged and helping the pupil rather than just a teacher of results. It is entirely different. It becomes a consequence and co-operative experience.

C. Summary of the Disadvantages of the "Directed Individual Assignment and Research Plan".

No insurmountable disadvantages have arisen from the use of this plan.* To be sure, many difficulties have occurred, but difficulties arise under any plan of operation. The most pronounced difficulty is that it requires constant revision, more work, and more effort than traditional classroom practice. The very fact that "stale" notes, obsolete teacher-outlines, etc., cannot be used, is in its favor, and certainly not a disadvantage from the pupil's point-of-view.

It requires a greater skill in counselling, co-operative achievement, and in guidance. The fact that it abolishes the "recitation" would indicate this. There is probably no method quite so useless and so mechanical as the "recitation" in most situations, with the exception of cases where rote memorization is concerned.

If results are to be judged by the responsibility it places upon the teacher, upon the amount of extra work that it most surely entails, and upon the demands that it makes that the teacher become a counsellor and a co-worker, instead of a "hearer" of recitations, most plans of individual instruction such as the Dalton, Winnetka, and New Britain systems present a real challenge to the teacher.

*
Note. See the set of assignments in appendix B.

APPENDIX - B

1. General Information
2. Financial Information
3. Other Information

The following information is intended to provide a general overview of the financial and other information contained in this report. It is not intended to provide a detailed analysis of the financial and other information contained in this report.

APPENDIX - B

The following information is intended to provide a general overview of the financial and other information contained in this report. It is not intended to provide a detailed analysis of the financial and other information contained in this report.

It should be understood that the information contained in this report is not intended to provide a detailed analysis of the financial and other information contained in this report.

At the beginning of each year, the information contained in this report is intended to provide a general overview of the financial and other information contained in this report.

A P P E N D I X - B

A SAMPLE SET OF ASSIGNMENTS FOR A THREE-YEAR COURSE IN:

1. Industrial History.
2. Citizenship-Economics.
3. Hygiene-Health.

A sample set of assignments is included here because it was thought they would be of interest. These sheets were printed by the boys of the trade school Print shop and are imperfect in details of composition, set-up, and spelling.

The results of this thesis indicate that a complete revision and reorganization of these assignments is necessary. Such a reorganization is now being considered. Doubtless, the revised form will be an improvement in many ways.

It should be remembered that these assignments represent only the minimum essentials around which discussion, use of special reports, and current-events are arranged. They are entirely tentative and experimental in form.

At the beginning of each year's assignments is an outline sheet on which is given the topics for the year's work in the subjects concerned. They are self explanatory. See pages 83 and 84 for details of the assignment layout.

--FIRST YEAR--

SUBJECT --- OUTLINE BY QUARTERS

	First -- Quarter	Second -- Quarter	Third -- Quarter	Fourth -- Quarter
CITIZENSHIP-ECONOMICS	No.1. Yourself and Others; A study of society and social relationships and responsibilities; Being a "Minor".	No.2. Work, The Creator of Civilization; Why people work; The "standard of living".	No.3. Money and the Exchange of Goods; The development of credit and banking and their relationship to the exchange of goods.	No.4. A Survey of occupations; Finding your place in the worlds work; Getting acquainted with your self.
INDUSTRIAL-HISTORY	No.1. The Natural Resources. Sources, Application to industry, and conservation. A study of: Coal; Petroleum; Water Power; Iron; Copper; Forreests.	No.2. Materials of Industry; Sources, applications to industry, and conservation; Non-metallic minerals; Iron and Steel; Processes; Non-Ferrous Minerals; Miscellaneous Natural Manufactured synthetic materials.	No.3. Inventions and Inventors; Industrial Power; The development of industrial power; Chemistry in industry; Aviation; Radio; Motion pictures and the talkies.	No.4. Commerce, Communication and transportation; Relationships between these units and National progress.
HYGIENE-HEALTH	No.1. First-Aid and Emergencies in the Home, Shop, and Community; Cases and excepted practice.	No.2. The Human Machine; A study of the human body. How it developes its energy, power, heat, and how it is controlled; Repairing the human machine.	No.3. Personal Hygiene; A study of the body; Accepted practice and procedure. Accepted standards of personal hygiene.	No.4. Hygiene; Specific occupational hazards; Specific occupational hazards; Trade practice and cases; Modern factory hygiene; Welfare measures for workers.

INDUSTRIAL HISTORY. FIRST YEAR NO. 1

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC: The Natural Resources. Sources of Supply, application to industry, and their conservation; Coal; Petroleum; Water-power; Iron; Copper; Forests.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: "Natural Resources" Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Coal and Petroleum Resources.

Problem questions, directions, and things to do:

What has been the part played by coal in the industrial development of the last hundred years? Show how the coal production has increased since 1837. Where is the coal used? What are the coal resources of the United States? Where are they located? Sketch a simple map to show this. See Whitebeck-pp-161 to 168; Wells-index.

Describe the development in the uses of petroleum. Trace the growth of oil production since 1861, locating the different oil regions. Why is it necessary to search for new oil constantly? Are there any oil resources in the U. S. not yet touched? See Whitebeck-pp-168 to 177; Wells - index.

For references see:

Card Index

PROBLEM NO. 2. Water-power. Forests.

Problem questions, directions, and things to do:

Give an account of the resources of water power, developed and undeveloped. For what purposes is water-power most generally used? What peculiar importance has water-power? See Whitebeck and Wells-index.

What was the extent and what is the importance of the forest resources of the United States? What are the chief defects to be found in our treatment of the forests? Had the frontier conditions anything to do with our careless forestry methods?

Describe the methods taken after 1860 for conserving the forests. For what reasons are these measures inadequate?

For references see:

Card Index

Note: The construction of simple maps or charts, to show the distribution of the natural resources discussed, will help to simplify your work. Whitebeck-Industrial Geography has some excellent maps for this. Wells Industrial History has valuable charts also.

NOTICE!!

This assignment is continued on the next page. (see over)

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

PROBLEM NO. 3. Iron and Copper.

Problem questions, directions, and things to do:

What is the importance of iron in *modern society*? What is the known extent of iron resources of the United States? Why is an accurate estimate of these resources *difficult* to make? Where are the principal iron ore regions?

What were the reasons for the *increased use of* copper since 1860? Where are the principal copper producing regions? Why is the need of conservation of minerals particularly urgent?

For references see:

Card-index.

PROBLEM NO. 4. The Conservation of Our Natural Resources. Effect of machinery on the consumption of our natural resources.

Problem questions, directions, and things to do:

What effect has the use of machinery had upon the natural resources?

Should the Government *restrict* the exportation of raw natural resources?

For references see:

Card-Index.

ASSIGNMENT HELPS

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, or chapters used as a reference for your statements. **Use several for references**, that is don't take all of your references from one book.
4. Enclose with **quotation marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE- I have carefully read all of the above instructions*and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

NOTE: See Assignment and Library Reference Manuals.

INDUSTRIAL HISTORY - FIRST YEAR - NO. 2.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:

Materials of Industry; A Study of Sources, applications to Industry and manufacture, and of their Conservation.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Materials; See also each Subject considered by its **TRADE NAME** when using indexes, etc. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Non-Metallic Minerals.

Problem questions, directions, and things to do:

Find the required information to complete "Materials of Industry" charts for the following materials:

- | | |
|--------------|--------------|
| 1. Petroleum | 7. Plaster |
| 2. Asphalt | 8. Abrasives |
| 3. Asbestos | 9. Glass |
| 4. Lime | 10. Coal |
| 5. Cement | 11. Coke |
| 6. Concrete | |

For References See:

Card-Index.
Encyclopedias, etc.

PROBLEM No. 2. Iron and Steel.

Problem questions, directions, and things to do:

Find the required information to complete "Materials of Industry" charts for the following materials:

- | | |
|----------------------|------------------------|
| 1. Bessemer steel | 5. Cast iron |
| 2. Open-hearth steel | 6. Malleable Cast iron |
| 3. Wrought iron | |
| 4. Alloy steel | |

For References See:

Card-Index.
Encyclopedias, etc.

NOTICE!!— This assignment is continued on the next page. (See over)—

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

PROBLEM NO. 3. Non-Ferrous Minerals.

Problem questions, directions, and things to do:

Find the required information to complete "Materials of Industry" charts for the following materials:

- | | |
|----------------|---------------------------------|
| 1. Copper | 9. German Silver |
| 2. Aluminum | 10. Aluminum Alloys |
| 3. Lead | 11. Babbitt Metal |
| 4. Tin | 12. Solder |
| 5. Zinc | 13. Type Metal |
| 6. Monel Metal | Note. No. 13 for Printers only. |
| 7. Brass | 14. Duralumin. |
| 8. Bronze | |

For references see:

Card-Index.
Encyclopedias, etc.

PROBLEM NO. 4. Miscellaneous Materials of Industry.

Problem questions, directions, and things to do :

Find the required information to complete "Materials of Industry" charts for the following materials.

- | | |
|-------------|--------------|
| 1. Rubber | 4. Stains |
| 2. Bakelite | 5. Varnishes |
| 3. Paint | |

For References See:

Card-Index.
Encyclopedias, etc.

— ASSIGNMENT HELPS —

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2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently** and **accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all references margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE—I have **carefully** read all of the above instructions† and have **complied** with each to the **best of my ability**

SIGNED _____

Date _____

*NOTE: See Assignment and Library Reference Manuals.

Use one (1) sheet for each of the four (4) problems considered.

Note-This chart is to be used with Industrial History Assignment

Write in problem here

[illegible]

Chief Industrial uses of the materials.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC: **Inventions, Inventors, and the development of Industrial Power. Chemistry in Industry; Aviation; Motion Pictures; The Talking Picture Industry.**

Use this topic for your Assignment
Heading Sheet

PROBLEM NO. 1. Inventions and Inventors.

The interesting story of the men and inventions that have made America's Industrial progress possible.

Problem questions, directions, and things to do:

The story of men and inventions that have made possible the tremendous industrial progress during the past few centuries is an interesting one.

The work of this assignment consists of reviewing and discovering the interesting incidents associated with a few of these inventive pioneers and their contribution to the civilization of mankind.

What is the story concerning: Benjamin Franklin, Fulton, Morse, Charles Goodyear, Howe, Westinghouse, Goodyear, Edison, Bell, Tesla, Eastman, Orville and Wilbur Wright, Lee, DeForest. A good way to do this is to *make a chart* giving the name of the inventor, the thing or process invented by him, and the value of the invention to civilization. Add any other inventions to this list that you consider important to our Industrial development.

For references see:

Card-Index.

World Almanac

Wells—Industrial History of U.S.

Foreman—Useful Inventions

Moore—Industrial History of American People—pp—397—400.

Encyclopedias; Histories, etc.

PROBLEM NO. 2. The development of INDUSTRIAL POWER. ELECTRICITY and STEAM

Horse-power without horses; CHEMISTRY, the Aladdin's lamp of Industry and commerce; Its relations to industrial progress.

Problem questions, directions and things to do:

Make a list of as many ways that **ELECTRICITY** serves modern Industry and Commerce as you can find.

Do the same for **STEAM** as is suggested in paragraph one. Could modern Industry and commerce have developed and progressed as they have without these useful servants? Explain carefully. Give examples from every day life to illustrate your thinking.

See King and Barnard—pp-38,119; 237, 236, 563, 117, 148,

Wells, Industrial History of U. S. *index*.

Moore, Industrial History of American People, *index*.

Make a list of as many ways in which chemistry is useful to Industry and Commerce as you can find. How does Chemistry protect our public health? Suggestions: Water supply, food supply, sewage disposal etc. Find what you can about the advance chemistry has made during the past two-hundred (200) years and something of interest about its developmental history.

See Gray, Sandifur and Hanna,—pp-1 to 8.

Encyclopedias, etc.

In what ways has modern chemistry helped and protected our homes? **SUGGESTIONS** Cleaners, Disinfectants, Soaps, Foods, supply, etc. See; Chemistry of common things Brownlee, *Tables of contents* and *index*.

For references see:

Card-Index.

Hunter, Civic Biology—pp-8 to 12;

Chemistry of common things—Brownlee

Ziegler and Jaquette—pp-27 to 31.

Hughes—pp76, 200.

Encyclopedias; Chemistry text-books; Science books;

Fundamentals of Chemistry—Gray, Sandifur and Hanna—pp—1 to 8.

Compton's Picture Encyclopedia.

Wells Industrial History of U. S.

Herrick, Industrial History

Moore, Industrial History of Am. People

NOTICE!! — This assignment is continued on the next page. (See over)—

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

PROBLEM NO. 3. The History and Development of AVIATION, RADIO BROADCASTING, MOTION PICTURES, and the advent of TALKING PICTURES.

Problem questions, directions, and things to do:

What is the interesting story of the Wright Brothers? Trace their contribution to the beginning of aviation. Trace the phenomenal growth of aviation during the past few years. What significance has this progress industrially? For Military purposes - National defence? How has it effected transportation? Tryon & Lingley. Make a chart showing the major divisions of labor in the aviation industry, giving such information as the kind of work done, the wages paid, the advantages and disadvantages, etc. See Books of Opportunities.

During the period from 1920 to 1930, Radio Broadcasting has acquired the rating as one of the America's foremost industries. Trace this growth and give some of the interesting events. What is the significance of this new industry? How does it compare with the automobile industry? Does it provide employment to many? Make a simple chart showing a few interesting statistics, such as, amount of, business done number of stations broadcasting, etc. Ref.-Tryon & Lingley; Encyclopedias, etc. What are the major divisions of labor and manufacture in this industry? Find out something about the salaries paid, wages and opportunities. See Book of Opportunities.

Trace briefly, the history and development of the Motion Picture industry. What is its rating industrially? Does it employ many people? What influence has this industry over the social life and leisure of the American people? What has been done to raise the standard of motion picture productions during the past few years? Give a few thoughtful statements as to your opinion about censorship of pictures presented to the Public. Should all pictures be shown to children? Why not?

See-Tyron & Lingley and others.

Make a simple chart showing the major divisions of the Motion Picture industry, including wages, salaries, advantages and disadvantages, and opportunities. See Book Opportunities

The working out of this assignment will require use of the school library *card index system* and a use of encyclopedias, books of knowledge, etc. See Comptons Picture Encyclopedia.

For references see:

See *Card Indexes* in the room and at the School library. The use of the **Readers' Guide** will furnish many recent magazine articles of value. Books on Citizenship, of recent publication, will supply references on the Motion Picture Industry. Many science books have excellent references on the development of Radio. The history of Aviation is well covered in many magazine articles and citizenship books. The B. H. S. library will provide many excellent references.

ASSIGNMENT HELPS

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3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statement. **Use several references**, that is don't take all of your references from one book.
Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any
4. book, magazine, or any other source of information.
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NOTE- I have **carefully** read all of the above instructions* and have **complied** with each to the best of my **ability**.

SIGNED _____ Date _____

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IMPORTANT

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ASSIGNMENT TOPIC: Commerce, Communication, and Transportation.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Commerce; Communication; Transportation.

PROBLEM NO. 1. **How Communication and Transportation Developed; Communication and transportation among primitive tribes; The development of land and water transportation; The Industrial Revolution and its effect on communication and transportation; The development of the Postal Service;**

Problem questions, directions and things to do:

How does modern industry depend on communication and transportation? Give a few cases from your own observations to explain your conclusions. What effect upon modern progress did the invention of the Telegraph, Telephone, Wireless, Radio, and the Automobile have? Do this carefully by giving cases from your readings and observations to explain your statements.

Make a list of the chief improvements on communication and transportation which have been made since 1800. A good idea would be to make the list by years, that is chronologically, beginning with 1800 and finishing with 1930 or so.

What are the following men noted for? John Gutenberg; George Stevenson; Robert Fulton; Samuel B. Morse; Cyrus W. Field; Alexander Graham Bell; Guglielmo Marconi; Orville and Wilbur Wright; Richard M. Hoe; In your opinion which contributed most to the welfare of the human race? Give reasons for your answer.

For References See

Moore, pp. 439 to 491; 269 to 272; 306 to 307;
Wells, pp. 163 to 177;
Hill, pp. 122; index;
Monroe and Ozzanne, pp. 364 to 368;

Burch and Patterson, pp. 267;
King and Barnard, pp. 143 to 168;
Ames and Eldred, pp. 99 to 137;
Matthews, pp. 222;

PROBLEM NO. 2. **Modern methods of communication and Their Influence on National Progress.**

Problem questions, directions, and things to do.:

The Postal Service is one of the chief branches of our system of communication. Look up the story of a postage stamp. Do you know why many people collect stamps? Do you know that many stamp collections are worth several thousand dollars? For reference see any good encyclopedia. It is possible to follow the history of most countries by their issues of stamps. How is this so? Ask some one who collects stamps, he will be glad to tell you. How has modern methods of communication and transportation helped the newspaper? How would the complete destruction of all channels of communication effect business? What value would the radio be under such circumstances? Why do you think the National Government is interested in the control and regulation of the Radio Systems of this country? Why should the Government watch this system of Radio carefully?

Make a list of the different ways that messages may be sent in the United States. Compare this list with a similar one covering the different ways that goods may be sent. Do this carefully and note the differences and similarities. Why is it no longer necessary to wait until March before inaugurating our President Elect?

For References See

Tryon and Lyngley, pp. 298 to 305;
Burch and Patterson, pp. 267;
Wells, pp. 172 to 174; 273 to 286;
Faubel, pp. 12 to 24;
Ames and Eldred, pp. 123 to 137;

Thompson, pp. 89 to 90;
King and Barnard, pp. index;
Hughes pp. 424 to 435
Matthews, index;

PROBLEM NO. 3. The Developement of Roads and Highways; The Importance and Necessity of Good Highway Systems.

Problem questions, directions, and things to do:

What part do good roads and highways play in our modern system of transportation? Is it necessary to continually improve and to add to our present systems? Why? Is there any competition between railroads and the automobile "bus" lines? How has the development of "bus" lines interfered with the railroads? Explain carefully. What do you think will be the future of the railroads in this country? Why are railroad stocks becoming less and less valuable as a safe investment? Do you think the Government should control and regulate the railroads more completely than it does now? Explain carefully.

For references see:

King and Barnard, pp. 143 to 168;

Matthews, pp. 277 to 278;

Tryon and Lyngley, pp. 298 to 301; Ames and Eldred, pp. 99 to 121;

Muzzey, pp. 398, 424, 516, 528, to 530;

Hill, pp. 130, 384 to 385; 406 to 409;

Monroe and Ozzannepp. 368;

PROBLEM NO. 4 The Development of the Newspaper and its Influence on National Progress.

Problem questions, directions, and things to do;

Trace the growth of the newspaper. How does the community depend on the newspaper. What service does a newspaper render to society? Does the newspaper have much influence on "public opinion"? Is it this influence always "good" or bad? When could it have a bad influence? Under what conditions? Explain carefully. Why do newspapers sometimes give false impressions and false information about "current" events? What precautions should be taken to guarantee a more intelligent reading of newspapers? Why should we be careful in our interpretation of newspaper articles? How are newspapers financed? Does your one or two cent price pay for the entire cost of publishing a newspaper? If not, Who does pay for it? If advertisers pay for the greater proportion of the cost of publishing a paper are they liable to have much to say about what is published? Explain carefully. What has this to do with "propaganda" and often times, misrepresentation? Why are newspapers and magazines liable to be biased, partisan, and given over to propaganda? Explain carefully!

For references see:

Williamson, pp. 402 to 403;

See encyclopedias;

Hughes, pp. 430 to 431; 468 to 469;

Hill, pp. 393;

King and Barnard, pp. 159 to 160; 552

See card index under "Newspapers".

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ Date _____

***NOTE: See Assignment and Library Reference Manuals.**

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

CITIZENSHIP-ECONOMICS

FIRST YEAR-NO 1.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:

Use this Topic for your Assignment Heading Sheet.

Yourself and Others. A study in Citizenship and it's responsibilities

ASSIGNMENT INDEX KEY TOPICS: "Society," "Citizenship"

PROBLEM NO. 1. How Do You Depend Upon Others. Your debt to your Father and Mother.

Problem questions, directions, and things to do:

Boys and girls are expensive. A life-insurance company recently made a study of the cost to parents of rearing a boy or girl from birth to his or her eighteenth birthday and found it to be about \$8,400.00. It is partly because of the expense of feeding, clothing, sheltering, and caring for children that the law gives parents control over them until they are twenty-one years old. Also, this information is given to you to show that you owe a direct debt to your parents. If you should put down all the sacrifices, the pleasant times, and the helpful things that parents and teachers have made possible for you, you would find that your debt for service is great. Yet, parents and teachers are the last to expect any such payment of debt except by way of thoughtful service, appreciation, and through having backbone enough to make a success of yourself. EDUCATION is primarily for the purpose of equipping you for this service. Read T. M. P, Chapters, 1,2,11,12, and 16. These are fine references readings and you will enjoy them. They are true to real every day life experiences, and they will help you think these problems through to a better understanding of their value.

Name five persons upon whom you depend. Explain just how you depend upon them. Think over the experiences of last week and see in what ways others have helped you. What services and appreciations can you give those upon whom you depend for your well being and everyday necessities? Explain how what you are doing shows your real character.

For References See:

Card index: "Society" "Citizenship" Turkington, Mogan, and Prichard,
See Table of Contents and Index.

"Lessons in Citizenship"

PROBLEM NO. 2. What it means to be a "Minor."

Problem questions, directions, and things to do

What is a "Minor"? Why are there special laws for Minors? Who is responsible for boys and girls who have no parents? When is a guardian appointed? When does the Government take the place of parents? See T.M.P. pp 16 to 27.

Card Index. "Society" "Citizenship" Hill. "Com. Life and Civic Problems".

PROBLEM NO. 3 Your Problems and Responsibilities concerning getting along with others.

Problems questions, directions, and things to do:

What are your Problems and responsibilities concerning getting along with others? In dealing with others at school, what is the value of the following; (a) Ability to listen, (b) ability to talk well, (c) ability to be a good loser the ability to be a good winner, (e) the spirit of co-operation and helpfulness. How can you tell a good loser? A good winner? See T.M.P. 1, 2, 11. Hill: pp 3 to 52.

Make a list of some of the ways that you can come in contact with others everyday, (Use everyday experiences for this list) How do these contacts with others give you an opportunity to develop character, thoughtfulness of others, and to show appreciation of freindship? How does obedience to your parents and teachers at school reveal your real character? It is a principal of Democracy that one man's liberty *ends* where another's *begin*. This principle concerns all law and social adjustments in Democracy, also. How is this so and why?

For references see

Card Index:
Turkinton, Morgan and Prichard

Society Citizenship
Lessons in Citizenship

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4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
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SIGNED _____ Date _____

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IMPORTANT!

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ASSIGNMENT TOPIC: Work, The Creator of Civilization.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: "Work" Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM No. 1 Why people Work. Work—The Creator of Civilization. The story of how Industry and Commerce began. The self-sufficiency, handicraft, putting-out, wage-work, and factory system stages of development.

Problems questions, directions, and things to do:

Why do people work? Is it always from desire to satisfy their material wants? Why do millionaires work? What is the chief difference between work and play? When is a ball game work? When is it play? In what way do the wants of a nation measure its civilization? Illustrate What is meant by "Civilization" consult the dictionary.

Make a list of the wants of some primitive people such as the Eskimo, the African negroes, or the Egyptians of today. How can you tell which is the farthest advanced in civilization?

What is meant by "standard of living"? How can you tell whether a standard of living is high or low? What is a luxury? What should a standard of living include?

Compare labor conditions of today with those of early New England. What decided contrasts do you find? Are these significant as a measure of progress? How? See: Moore, pp 107 to 130, for labor conditions in early New England.

What is meant by the "hunting and fishing" stage? The Pastoral stage. The Agricultural stage. The Small Tool stage? The Factory stage? See Carlton—Elementary Economics pp-1 to 26 See: Whitebeck—Ind. Geography pp -1 to 19.

PROBLEM NO. 2. The Ownership of Goods. Putting Our Savings To Work For Us. Practical Aspects of Thrift. Owning and Caring For Property.

Problem questions, directions, and things to do:

Turn to the following reference in T. M. P. and answer questions 3, 5, and 6 —p —147.

What are the legal ways that your property can be taken away from you? See T. M. P. — p — 157.

What illegal ways can your property be taken away from you. See T. M. P. — pp — 158 to 160;

Answer T. M. P. — pp — 162, questions 3, 5a, 5b, 5c;

How does the government assist and protect property owners? See T. M. P. — pp — 162 to 163; Work out T. M. P. — pp — 167, question 5.

Work out T. M. P. — pp — 173 to 174, questions, 2, and 4; Also questions 1, 2, — pp — 176,* and question 4 on page 180; What is the value of T. M. P. — pp — 184; about money and property?

*Leave off last of Q. 2 about sketches of checks.

Note. "T M. P." refers to, Turkington, Mugan, and Pricard, "Lessons in Citizenship."

For References See:

Card - index

T.M.P. Chapter - V, VI, VIII, X, XI,

Hill — pp — 329 355.

King and Barnard — pp — 562 576.

Morgan and Flick — pp — 59 to 72, *Index*.

NOTICE—(This *assignment is continued on the next page.) See (Over)—

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

—ASSIGNMENT HELPS—

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*NOTE: See **Assignment** and **Lib rary** Reference Manuals.

CITIZENSHIP-ECONOMICS. FIRST YEAR-No. 3.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed.

ASSIGNMENT TOPIC: Money and the exchange of goods. The development of money, currency, credit, and banking, and their relationships to the exchange of goods in business, industry and commerce.

What this assignment is about, generally.

ASSIGNMENT INDEX KEY TOPICS: Currency and Exchange. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Why Men Exchange Goods. The Industrial Revolution and economic interdependence; Specialization in industry; Differences in natural conditions; Variety in human tastes and needs. **Problem questions and things to do:** Did you ever swap anything with someone else? Why did you do it? Make a list of some of the reasons for exchanging things with others. What is meant by "specialization" of labor? Give a few illustrations from the industries with which you are most familiar. How does this "specialization" make the exchange of goods between individuals and nations necessary? Make a list of things manufactured in Beverly. Are any of these things shipped to other parts of the world? Make a list of things used in your home which came from other parts of the world. How does "profit" result from an exchange of goods? Does each party to a fair exchange of goods profit? How? Explain these questions by brief illustrations from your own experiences wherever possible.

For references see:

Hill, pp. 358 to 361;	Williamson, pp. 44 to 67;	Burch and Patterson, pp. 158 to 167;
Faubel, see table of contents and index;	Morgan and Flick, pp. 60 to 61; 136 to 150;	Monroe and Ozzanne, pp. 51 to 53;
Davenport, pp. 15, 80;		

PROBLEM NO. 2. How The Value Of Goods Is Determined. Value and price; Supply and demand in the process of buying and selling; Factors in the determination of "value" and "price" in business, industry and commerce. **Problem questions and things to do:** What things determine the "value" of an article to be bought or sold? What is meant by the "price" of an article? Are "value" and "price" the same? Is money always worth the same value in terms of goods? What is meant by the term "market" when buying and selling is concerned? What is the difference between "desire" and "demand" in buying and selling? How do merchants try to change "desire" into "demand" in business? Illustrate this by clippings and examples from advertisements in your local newspapers and from your own experiences and observations. Discuss briefly and carefully the law of "supply and demand" as applied to business, industry and commerce. Do this by examples taken from your reference readings and also from your own experience.

For references see:

Hill, pp. 361 to 363;	Faubel, see table of contents and Index;	King and Barnard, pp. 205 to 206;
Williamson, p. 79;	Morgan and Flick, pp. 136 to 150;	Davenport, pp. 47 to 66; 3; 33 to 38;
See: Value, Capital and Wealth in index.		

NOTICE !! — This assignment is continued on the next page. (See over)—

PROBLEM NO. 3. How Weights, Measures, and Money Developed. Exchange by barter; Weights and measures; Difficulties in the system of barter; The services of money; Commodities used as money; Qualities of money; Gold and Silver; Government coinage of money; The "gold" standard; Kinds of money; Stabilization of money and currency; Inflation of money and currency. **Problem questions and things to do:** How often are the scales in stores of your city tested? Who tests them? How and why are they tested? (Ask any grocer or druggist, he will be glad to tell you.) Is there any difference between money and wealth? Explain carefully. Does the value of money ever change? How can you tell when the value of your money does change? What is meant by "Inflation" of currency? What are the chief results of "inflation"? What is "fiat" money? How does money differ as a measure of value from all other measures? Is there any way to measure its value? Would the material of which money is made have value if it were not used for money? If so, does this apply to all money and all cases? Explain carefully. Investigate the election of 1896, resulting in victory for William McKinley. What was the chief issue of the campaign? How did McKinley differ from William Jennings Bryan on the question of Silver? Why was this an important issue? What is counterfeiting, how is it punished, and why is it punished so severely? What is meant by the term "gold standard"? What would it mean if our country adopted the "silver standard"? Would such an event make any practical difference to business? Explain carefully and use quotations from a few good references.

For references see:

Hill, pp. 364 to 371;	Faubel, see table of contents and index;	Williamson, pp. 64 to 65; 315;
King and Barnard, pp. 201 to 220;	Hughes, pp. 269 to 273; 331 to 333;	Morgan and Flick, pp. 79 to 80; 137, 189, 190;
Monroe and Ozzanne, pp. 424 to 449;	Wells, pp. 474;	Davenport, pp. 135 to 178; 14, 16, 18; See
Ames and Eldred, pp. 306 to 307;	Moore, pp. 349 to 391; 163 to 208;	Currency, Value, and Wealth in index.

PROBLEM NO. 4. How Credit Aids Exchange. Credit; The development of banking; The chief services of a bank; Banking laws; The Federal Reserve Banking system; Federal land banks; Summary of exchange as applied to business, industry and commerce. **Problem questions and things to do:** What are the chief kinds of credit? Which plays the most important part in business? What is meant by "legal tender"? What does it mean to redeem money? Is all paper money redeemable in gold? Read what is printed on a silver certificate, a gold certificate, a greenback, Federal Reserve note. Is there any difference in their redeemability? Is there any difference in their value? Explain carefully. What is the chief service of the banks in our community? Why should a bank be more strictly regulated than an ordinary store?

For references see:

Hill, pp. 372 to 378;	Faubel, see table of contents and index;	Williamson, pp. 318 to 324;
Hughes, pp. 274 to 282;	Morgan and Flick, pp. 201, 203 to 204; 208 to 223;	Monroe and Ozzanne, pp. 424 to 449;
Wells, pp. 446 to 465;		Moore, pp. 349 to 391;

—ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in *clean, neatly arranged, thoughtfully and carefully written*.
3. Have all references *clearly* indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements.
4. Enclose with *quotation marks*, (" ") all phrases, lines, or paragraphs *copied directly* from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more *interesting* and worth more credit. Have you used any?
6. Remember, *quality* rather than *quantity* should be your aim. Make your statements, conclusions, and summaries *intelligently* and *accurately*. Work that is *careless, thoughtlessly* written, and *poorly arranged*, is not acceptable for any credit whatsoever. Use both sides of the composition paper and make all reference margins about one and one-half inches wide at the *left side of each paper*. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is *impossible to identify* the pages, and they may become lost.

NOTE— I have *carefully* read all of the above instructions and have *complied* with each to the *best of my ability*.

SIGNED _____

Date _____

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:

A Survey of Occupations.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Occupations. Under these topics in the card-index will be found additional reference cards for this assignment.

PROBLEM NO. 1. How To Study Occupations.

Problem questions, directions, and things to do:

This assignment provides you with an opportunity to make a study and analysis of occupations. This is a very important part of your education, and before attempting to do any written work read the references given at the end of each problem carefully and thoroughly. The readings given at the end of this problem (No. 1.) will help you understand some of the important problems to be considered and provide you with the material and information necessary, without which, you will be unable to complete this assignment intelligently.

While you are reading these references take notes carefully, and keep in mind the fact that you are searching for information that will help you in the selecting of a life work, the analysis of occupations, and how to measure your fitness and success for and in the line of vocational work that you choose to follow.

For References See:

King and Barnard, pp. 170 to 200;

Hill, pp. 329 to 337;

Brewer, pp. 88 to 110; 336 to 348;

Hughes, pp. 437 to 456;

Putnam, "Opportunities" book of 3000 occupations, and what they have to offer. Use the index

Ziegler and Jaquette, pp. 15 to 56;

Rosengarten, pp. 21 to 51;

Card--Index; Occupations.

PROBLEM NO. 2. Selecting Three (3) Best Liked Occupations.

Problem questions, directions, and things to do:

Now that you have read the above references carefully about occupations, your next task is to select three (3) occupations that you like best, arranging them in the order of your preference starting with your School Shop Trade as No. 1. That is, write your School Shop Trade as No. 1, your second choice as No. 2, and your third choice as No. 3. When selecting your second and third choices do not limit yourself to your School Shop Trade or its allied branches of work unless you wish to do so. That is, you are absolutely free to select any occupation that you would like to enter if and when conditions make this possible for you to do so.

Remember, while you are considering these choices, that at your age it is possible for you to enter nearly any kind of an occupation for which you are fitted if you are willing and determined to sacrifice and work hard enough to earn and study your way along. Your shop trade may be but a beginning of the training necessary for something higher. You should begin to plan ahead now for the future. Your success at earning a living in the years to come will, in a large degree, depend upon what you do and plan now. Consider this carefully it is true.

For References See:

Card-Index; Occupations.

Note. Use these references carefully.
They contain much valuable information.

Brewer, Occupations;

Rosengarten, Choosing Your Life Work;

Ziegler and Jaquette, Choosing an Occupation;

Putnam, Book of Opportunities;

King and Barnard, Our Community Life;

Hughes, Community Civics;

Ames and Eldred, Community Civics;

Cooley, Rodger, and Belman, My Life Work;

PROBLEM NO. 3. Analyzing Your Three (3) Chosen Occupations.

Problem questions, directions, and things to do:

Your problem now is to carefully analyze each of your three (3) chosen occupations and to consider the important things concerning each. This will give you a better understanding of the occupations and enable you to make more intelligent decisions as you progress with your vocational work. For this analysis of each occupation use the special "Occupation Analysis" sheet that has been designed for this purpose. Use a separate sheet for each of the three (3) occupations. That is, when this work is finished you will have three (3) separate charts completely filled out, one for each of your three occupations as selected.

The following points are to be considered as directed on each chart for each occupation:

1. What you especially like about the occupation.
2. The importance of the occupation.
3. The kind of work or service in the occupation.
4. The advantages of the occupation.
5. The disadvantages of the occupation.
6. The preparation required to enter and for success in the occupation.
7. Income estimates from work in the occupation.

For references see:

Card-Index: Occupations;
Rosengarten, pp. 34 to 51; 75 to 77;
Ziegler and Jaquette, pp. 15 to 56;

Hughes, pp. 437 to 454;
Putnam, Book of Opportunities. (3000 Occupations.) Use Index
Brewer, pp. 88 to 126

PROBLEM NO. 4. Analyzing Your Personal Abilities, Likes, and Dislikes. A comparison of the needs of an occupation with your personal abilities and your possibilities.

Problem questions, directions, and things to do:

First, suggest and form a plan requiring say, two or three years, by which you could carefully and intelligently measure and prove the value of your vocational choice. How can you tell whether or not you are succeeding in your occupational work? How can your success in your vocational work be measured? What would you suggest doing if, according to your plan, you find that good progress is being made? Would you continue to study and seek to improve yourself so you could become a more skilled workman?

What would you suggest doing if, on the contrary, you find you are making little or no progress? Would you continue on without giving the situation more thought and trust to "luck"? Or, would you try to find something to do that would help you to make more progress? If you find that you thoroughly dislike your work what would you do? What definite things could you do that might help you to succeed? Remember, one very important aim in your life should be to find an occupation that you like, one that you are fitted for, and one that will provide the necessary financial returns in wages or salary.

The problem of getting acquainted with yourself, and of discovering your occupational likes and dislikes is a very important one. In Brewer, "Occupations" pages, 336 to 348, we find an excellent chapter reference about choosing your life occupation. This chapter gives much information that you can profit by. First, read this reference carefully. Next, complete the special "Personal Analysis" charts, using a separate chart-sheet for each of the three (3) chosen occupations. (That is, you will complete three charts, one for each occupation). Be extremely careful in this work and use the references listed below thoroughly, otherwise the results will not be worth the time involved. You must be fair with yourself in judging your abilities when completing the charts. Consider carefully, whether you prove yourself either, "LOW", "AVERAGE", or "HIGH". Also, estimate as accurately as possible whether your occupation requires a "LOW", "AVERAGE", or "HIGH", rating for each "personal quality" considered.

For references see:

Card-Index: Occupations;
Brewer, pp. 88 to 126; 336 to 365;

Rosengarten pp. 1 to 52;
Ziegler and Jaquette, pp. 26 to 56;

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

OCCUPATION—ANALYSIS CHART

Note: This chart is to be used with the Citizenship-Economic assignment, First Year No. 4, "Occupations."

Your Name _____

Occupation Analyzed _____

Choice _____

1, 2, or 3,

OCCUPATIONAL FACTORS
It is important for you to consider the following factors when choosing any work from which you plan to earn a living.

1. What do you especially like about this occupation?

What particular factors have influenced you to choose it as one of your three (3) choices?

2. What is the relative importance of this occupation, compared to other occupations?

Is the product or service a necessity, or a luxury?

3. What kind of work is done in this occupation?

Make a list of the major trade operations. Outline a typical day's work.

4. What are the advantages of this occupation?
CONSIDER:

Service-Chance to learn,
Demand for workers,
Growing importance,
Interesting work,
Promotions,
Hours, vacations, etc.
Friends and associates,
Ways of reaching higher occupations,
Does it lead to an advancement?

Continued (over)

IMPORTANT!! This space is very limited, therefore, it will be necessary for you to make your notes in summarized form, that is, short, clearly stated, and plainly written. **THINK THEM OUT CAREFULLY.**

Continued:

5. What are the disadvantages of this occupation?

Consider the things about the work you would particularly dislike.

6. What preparations, skill, and training is needed to enter the occupation?

Consider academic, technical, and trade training, and experience.

7. What is the income of this occupation?

CONSIDER:

Wages per week, month, day, hour.
Can you maintain the standard of living you desire in this occupation?

8. What effect has this occupation on the worker?

CONSIDER:

1. Does it help you socially? Does it give you the place you want in society?

2. Does the work make for good citizenship?

3. Does the work have a good or bad effect on your health?

4. Does the work challenge your intelligence? Does it give you something worthwhile to think about?

5. Does the work and surroundings wholesome? Does the environment of the worker help him to become a better person?

References:

Card-index; Occupations;
Rosengarten, pp. 34 to 51;
pp. 75 to 77;

Ziegler and Jaquette, pp. 15 to 56;
Brewer, pp. 88 to 126;
pp. 336 to 424;

Hughes, pp. 437 to 454;
pp. 336 to 424;
Putnam, "Book of Opportunities"

-PERSONAL ANALYSIS CHART-

Important

Note. This chart is to be used with the Citizenship-Ec.

Assignment, First Year, No. 4, "Occupations".

Name _____

Date _____

Personal Qualities

analyzed for

Choice No.

(Print in name of Occupation considered.)

1, 2, or 3.

[illegible]

RESEARCH AND DEVELOPMENT

MEMORANDUM

TO: THE CHIEF OF BUREAU OF RESEARCH AND DEVELOPMENT
FROM: [Name]
SUBJECT: [Subject]

DATE: [Date]

1. [Text]

2. [Text]

3. [Text]

4. [Text]

5. [Text]

6. [Text]

7. [Text]

8. [Text]

9. [Text]

10. [Text]

11. [Text]

12. [Text]

13. [Text]

14. [Text]

15. [Text]

16. [Text]

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC: First-Aid, Safety-First and Emergencies in the House, Shop, and Community. A study of cases and accepted practice.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: First-Aid; Safety-First;

PROBLEM NO. 1. Safety-First in the Home, Shop, and Community.

Problem questions, directions, and things to do:

Recall some accident at home with which you are familiar, and state the serious results, the cause, and how carefulness could have prevented its happening.

Suggest what can be done that would be of some help in reducing the number of these unfortunate accidents. What plan of action in the home would you suggest? *Use your own judgement and past experiences for this. Consider cases where there are children around the home.*

What can you suggest as dangers associated with each of the following in and around the home?

Medicine cabinets in the home; boiling water; steam; fireworks; matches; steam radiators; needles and pins; sleds; carts; tricycles; etc; small cuts; ammonia; sharp instruments; scissors; poor lighting; fatigue; gas stoves; hot water heaters; hot-water fronts on coal stoves; small objects on the floor; putting coal on the coal fire and not properly regulating the draughts; monoxide gas, the colorless, odorless, but deadly poison gas; use of gasoline and other inflammable cleaners around the home; youngsters climbing trees; old cess-pool covers and old wells that have been abandoned; handles striking out over the edges of stoves; faulty electrical fixtures; powerful disinfectants; wood or denatured alcohol. *Make a list and write in the dangers associated with each one. A simple chart would do this excellently. Answer as much of this assignment from your own personal experiences as is possible with accuracy, using references where you need help.*

What machines, tools, and conditions in your shop, constitute a real danger to you unless they are properly guarded against? What precautions should be taken to safeguard yourself and others when using these machines, tools, and other apparatus around your shop? Discuss actual machines and conditions with which you are familiar in your shop work experiences.

What is being done in Beverly to reduce accidents and sickness, and to promote community health and safety? Consider the school traffic squads, Board of Health, Beverly Health Center, etc.

For references see:

Card Index.

See special reference charts, "First-Aid" and "Fire Prevention."

PROBLEM NO. 2. First-Aid in the Home.

Problem questions, directions, and things to do:

What is the function of first-aid? What is it supposed to do? Is it intended to take the place of expert medical attention?

How do wounds become infected? How should a wound be cleaned and sterilized? What is an antiseptic? Make a list of the most useful antiseptics used around the home and workshop. How can bandages be made sterile? How should a simple bandage be applied? (Make a few sketches to show this.)

What things should be in the medicine chest at home for emergency use? In a workshop chest or kit? Payne—III—pp—153 to 158—*Chart on—* (Make a useful, practical list.)

Make a few sketches to show where you would apply pressure if an artery were cut on the arm; on a leg; Explain the use of a tourniquet, how they work, and how a simple one may be made for use in an emergency.

What is the usual cause of nosebleed? What should be done about it? If the case is serious what should be done?

How should burns be treated? If severe what should be done? How can the pain from burns be relieved?

Why is it wrong to run if one's clothing catches fire? Why does a blanket rolled around a person whose clothing is on fire extinguish the blaze? What should be done immediately in such a case?

Red Cross—Safety-First—First Aid—p-115.

What is the first thing to do when poisons are swallowed? What next? What are antidotes? How are they used? Why? How should all bottles containing poison be marked or labelled? What serious results may happen if this precaution is not taken? Make a list of common poison and their antidotes.

Shortly before the close of school a boy, while using a knife in the shop, accidentally cut his index finger quite severely. The instructor happened to be out of the shop, temporarily, so to avoid a loss of time, the boy washed the cut by holding it under the cold water faucet, and bound it up with his handkerchief. He then continued with his work. When school closed he went home as usual and did not report the injury to his instructor. His said it was just a little cut and that he "guessed" it would be all right. What would you have done in a case like this? What should, the boy have done for safety? What was wrong with the way the boy treated the wound? Tell a better way to have taken care of the cut.

For references see....:

Card Index.

See special reference sheets, "First-Aid" and "Fire Prevention".

PROBLEM NO. 3. Emergencies and First-Aid Cases.

Problem questions, directions, and things to do:

What are contusions? How are they treated? How should sprains be treated? How do dislocations differ from sprains? Why should treatment for dislocation be done by a competent physician?

What is a simple fracture? A compound fracture? Why is a compound fracture dangerous? What treatment should be administered while waiting for a skilled assistance?

What should be done in a case of choking? When it is caused by buttons and such things?

What are symptoms of ordinary fainting? What should be done for a person who has fainted?

What are symptoms of a common fit? What should be done for a patient before medical help arrives?

How is stunning caused? What should be the treatment for such cases?

How is sun-stroke caused? What are the symptoms? Treatment?

What can be done in cases of apparent drowning? What besides being submerged in water will cause suffocation? What precaution should be taken when attempting to rescue a person who has been overcome with gas or smoke?

Why should small injuries always be treated *carefully*? Why should we not cover a wound entirely with surgeon's plaster? Does the action of the air help the healing process? How?

How should dog bites be treated? When should a physician be summoned? Why? Why should a dog that has bitten a person *not be killed at once*?

What should be done for Frost-bite?

What precaution should be taken in trying to remove a person from the influence of an electric current? How should the person be treated after removal?

Why should great care be exercised in moving an injured person? What may be used as an improvised stretcher?

NOTE- I have **carefully** read all of the above instructions and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

NOTE: See Assignment and Library Reference Manuals.

—REFERENCE SHEET—

Note. This reference sheet is to be used with
Hygiene Assignment,
First Year - No. 1,
“First - Aid, Safety—First and Emergencies.”

FIRE PREVENTION

The fire loss in the United States each year is appalling, resulting in an enormous economic waste, and tending very materially to increase the cost of living to every person in this country. But—80% of fires are due to carelessness.

Observance of the suggestions below will eliminate many of the principal causes of fires.

1. Don't fill kerosene oil lamp or heater while lighted. Fire and explosion will inevitably follow by the kerosene vapors becoming ignited.
2. Don't look for gas leaks with a lighted candle, match or open flame. Notify the gas company; let them find the leak.
3. Don't go into dark closets or storage closets with lighted match or candle to light your way. Use a flash light.
4. Don't have lace curtains in close proximity to gas jets. An open window, a slight breeze, the curtain and gas jet come together, and a quick spreading fire results.
5. Don't put hot ashes in wooden receptacles, or against wooden partitions or dumb waiters. Hot ashes will set fires.
6. Don't have open fireplaces unprotected. Put wire screen in front of fireplace, as sparks are likely to fly out and set fire to carpet or clothing of person sitting nearby.
7. Don't leave the current switched on in an electric iron, or gas turned on in gas iron when not in use. These conditions have caused disastrous fires in households.
8. Don't use gasoline, naphtha or benzine in a room with open flame or fire. Their use under such conditions will cause explosion and fire. If they must be used, use them in the open air.
9. Don't have storage closets under stairways. A fire in such a closet would prevent your using stairway as a means of escape.
10. Don't neglect to have chimney flue cleaned out once a year. Soot accumulations cause fires in chimneys. A chimney fire causes thousands of sparks to fly over the neighborhood.
11. Don't depend on the landlord to keep your home free from combustible rubbish or other fire hazards. You live there and should inspect it and see that conditions are such that a preventable fire cannot occur.
12. Don't block the fire escape or hallways with utensils or articles that should not be allowed there. This is a violation of the law, and besides you might need free passageway to-night if fire occurs in your home.
13. Don't keep matches loosely about the home and within easy access of children. They should be kept in a metal box out of their reach.
14. Don't allow rubbish to collect in your cellar. A spark from a furnace or match may ignite it. The danger of fire from spontaneous combustion is always present where this condition exists. Rubbish heads the list of causes of fire.
15. Don't hang clothes to dry near a stove. They may catch fire.
16. Don't let a furnace or stove become overheated. A little care and attention will prevent a bad fire.
17. Co-operate with your fire department. You can do so, especially in the winter time, by keeping the hydrant in front of, or near your premises, clear of snow. The fire department may need to use it.

WARNING! When in a place of public assembly, such as a theatre, dance hall, boxing club, etc., note the nearest exit and passageway from your seat. In case of FIRE you should walk, not run, and prevail upon people near you to keep cool and follow you in a quiet manner to the nearest exit or passageway.

Learn the location of your nearest Fire Alarm Box.

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:**The Human Machine.**

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Human Machine; Food; Body; Energy. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Human Machine; How the body gets its power, heat, and how it works.

Problem questions, directions, and things to do:

In what ways may the Human body be compared to a machine? Use these suggestions as an outline:

- a. Does it have *specialized* parts?
- b. Does it have automatic control?
- c. Does it need and consume fuel?
- d. Does it use oxygen like an automobile combustion motor?
- e. Does it dispose of waste?
- f. Does it have specific limits of power control, and application?
- g. How about its *adaptability* to its surrounding environment? Can a machine do this like the human body?
- h. Does it need rest periods?
- i. Does it need repairs? Does it need careful attention?
- j. Can it *repair* itself? This is an *important difference* between the power of the body and that of a machine. Investigate this, you will find this an *interesting* story.
- k. Does it *rust* or *wear* out?

See Bussey—pp—4 to 9, and 145 to 151. Broadhurst—pp—12 to 17. Payne-IV—pp-47 to 64:

For References See:

Williams and Oberteuffer-Ind. Hygiene—pp-34 to 84;

Williams—pp-146 to 285;

Bussey—pp-4 to 9; 14, 25, 30, 34, 77, 145;

CARD-INDEX

Hough and Sedgewick—pp-215 to 188;

Hunter Civic Biology

PROBLEM NO. 2. How the Human Machine is constructed, controlled, and how it is injured.

Problem questions, directions, and things to do:

How is it injured?

SEE. Williams—pp-1 to 71; 72 to 145; 286 to 368.

Hough and Sedgewick, The Human Mechanism,—pp-3 to 54.

Payne-IV—pp-47 to 64;

At what temperature is the body kept? What happens when the body temperature goes up or down? Is it of serious consequence? How does the body regulate its heat and temperature?

SEE: Bussey—pp-4 to 9; Hough and Sedgewick—pp-189, 215 to 239.

Payne-IV—pp-47 to 64;

Where does the power and energy come from that drives the human machine? How can we measure the work done by the human machine?

For references See:

Williams and Oberteuffer-Ind. Hygiene—pp-34 to 84;

Williams—pp-146 to 285;

Bussey—pp-4 to 9; 14, 25, 30, 34, 77, 145;

Card-Index.

Hough and Sedgewick—pp-215 to 288;

Hunter Civic Biology

NOTICE!! — This assignment is continued on the next page. (See over—)

—ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all references margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE—I have **carefully** read all the of above instructions* and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC;

Use this topic for your Assignment
Heading Sheet.

Personal Hygiene; A study of the care of the body, Accepted practice and procedure; Accepted standards.

ASSIGNMENT INDEX KEY TOPICS; Personal Hygiene; Eyes; Ears; Mouth; Nose; Throat;

Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Care of the Mouth, Nose, and Throat; The prevention and care of Colds; Influenza; preventative measures.**Problem questions, directions, and things to do:**

Countless foreign organisms and disease germs enter the body by way of the mouth and the nose. What can be done to prevent this? See: Payne-IV—pp—47, 264, 15 and pp—99 to 118; 155 to 195.

What natural defenses has the body against these germs and bacteria? See: Payne-IV—pp—99 to 118; and 155 to 194; Health Habits—pp—217 to 250.

What is the proper care of the teeth? How does good teeth contribute to and promote good health? What causes tooth decay? Why should we visit a good dentist "twice a year?" See: Payne-IV—pp—15, 49, 50, 51, 67, 264, 258. Payne-III—pp—87, 100, 101.

What are tonsils? Adenoids? What happens when our tonsils become diseased? What should be done in the case of sore throat? Why is sore throat serious? Bussey, pp. 70 to 76; What are "focal infections." How these infections injure our health? See: Payne-IV—Index under disease; Bussey—pp—70 to 76.

Why are so-called common colds so dangerous? What serious results often follow a "common" cold? How can we best guard against "colds" and the "flu"? See: Payne-III—pp—102, 181. Payne-IV—pp—38, 66, 105, 172, 174. Health Habits—pp—19, 20, 283.

What can we do to protect and keep our nasal cavities in a healthful condition?

See: Payne-IV—pp—15, 103, 122, 3; Payne-III—pp—99, to 135;.

For References See:

Bussey—Chapter IX, XIV (excellent reference on nose and throat)

Health Habits—pp—179, Ch. on teeth;

Payne IV—pp—99 to 118, 155 to 194.

Williams and Oberteuffer—Industrial Hygiene—pp—151 to 206.

Card-Index: Germs; Bacteria;
Disease etc.

PROBLEM NO. 2. THE STORY OF OUR EYESIGHT AND OUR HEARING. The wonders of the eye; The proper care of the eye; How to detect eye defects; The care of our ears; Detecting defects in our hearing.

About the Eye: Describe the eyeball. How it held in its place? How is it moved? How is it protected? What is the cornea? The iris? The Pupil? The lens? What is the use of each? What is the retina of the eye? What part does it play in sight?

Explain how the images of near and distant objects can both be clear and distinct? How do glasses improve? defective vision? Discuss some of the symptoms of eyestrain. What should be done if any of them appear.

Why is it especially harmful to read at dusk or twilight? How can the eyes be rested after reading, sewing or doing other close work. What condition may cause a pupil to hold his book very close to the eyes to read? What should be done in such cases?

Discuss the proper care of the eyes. Can you add to the things mentioned in the text?

About the Ears: How do we hear? What process takes place? Trace the course of the sound waves from a bell that rings nearby.

What is the purpose of the wax that is secreted in the canal of the outer ear? How can an excess of it be removed without injury to the ear? Why is it dangerous to "box" the ears or to pull them?

What is meant by deafness? How may it be caused? Why should earache or other trouble never be neglected? Discuss the proper care of the ears.

For References See:

References—for the eyes: Payne—pp—93, 95, 157, 185.

Williams—pp—332 to 356. Bussey—pp—85 to 90.

Health Habits—pp—328 to 340.

Hough and Sedgwick-index.

Card-Index

References—for the ears; Payne—pp—

97 to 185. Williams—pp—332 to 356

Bussey—pp—90 to 97. Health

Habits—pp—341 to 349. Williams

and Oberteuffer—pp—57; 58; 144 to 267

W. and O.—pp—267—**chart** on Occup. needing eye protection.

PROBLEM NO. 3. The Story and Hygiene of Digestion; The elimination of wastes and poisons from the body; Keeping our bodies clean.

Problem questions, directions, and things to do:

What is meant by the process of digestion? What is the use of the alimentary canal? Why should food be chewed thoroughly before swallowing? What effects upon digestion are likely to follow the loss of several teeth? **References:** Health Habits pp 163 to 177; Healthful living pp-158 to 210; Bussey-pp 4 to 8; 14 to 24; 145 to 150.

What is the use of saliva? Why is food churned slowly in the stomach? What is gastric juice? What is its use in the process of digestion. What digestive juices are poured into the small intestine? What are their uses? What is meant by the "absorption" of digested food? **References** Same as Q-1.

Why is it important that the wastes of the body be eliminated properly? Name some of the foods that help regulate the process of the elimination of these wastes: Which of these foods do you eat regularly? What precautions should be followed in the taking of water with the meals? Why? Why is it important and beneficial to rest after meals? **References:** Health Habits pp-163 to 177; 289 to 296; How to live -pp-28 to 60; 61 to 69. Williams and Oberteuffer-pp 34 to 84;

Name three uses of the liver. What effect does alcohol have upon the liver? What are the kidneys? How do they help in eliminating wastes from the body? How can we help them in their work? **References:** Health Habits pp-163 to 177; 289 to 296; Healthful Living pp-178, 179, 181, 185. Bussey pp-4, 149. **Ref. for kidneys** H-H-pp 163 to 177. 289 to 296; Healthful Living pp-66 to 68; Bussey pp-6, 150; W. O.-pp-34 to 52

Where do the body wastes come from? What is meant by internal cleanliness? What important duties do the skin and sweat glands perform? How can we assist the skin in this necessary work? What body wastes are excreted by the lungs? How does exercise benefit the lungs in this work? **References:** H-H-pp 163 to 177, 289 to 296; Bussey pp-47 to 55; 4 to 8, 9 to 13, 77 to 84, 145 to 150. Williams Healthful Living pp 66 to 68.

What is meant by constipation? What are its causes? How can it be prevented? **References:** H-H pp 163 to 177, 289 to 296. Payne, We and Our Health-pp 21 to 36, 65 to 70. Vol. IV.

PROBLEM NO. 4. The Care of the Feet.

Problem questions, directions, and things to do:

Discuss the proper care of the feet.

How can you determine whether or not you have "flat" feet? What should be done if you find that you are having trouble with your feet? What are some of the symptoms of foot strain? Why is it very important that we take the best of care of our feet?

For References See:

Card-Index;

NOTE—I have **carefully** read all of the above instructions* and have **complied** with each to the **best of my ability**.

SIGNED _____ **Date** _____

*NOTE: See **Assignment** and **Library Reference Manuals**.

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: Occupational Hygiene

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Hygiene, (Occupational)**PROBLEM NO.1. Occupational Health Hazards. Workshop dangers; A practical analysis of common everyday dangers, shop and industrial hazards, and a preventative program to safeguard against them****Problem questions, directions, and things to do:**

Many occupational callings have definite health hazards, certain working conditions that expose the workers to injury, ill health, disease, and other discomforts. It is well for the worker to be aware of the more common cases and causes and situations under which he may be required to work. Usually there are simple protective and preventative measures and devices that the worker can use to either completely eliminate these dangers or which will greatly reduce the dangers. It is the purpose of this assignment to call to your attention instances where these cases occur, and to provide you with the necessary information for a practical preventative program that will be of real service to you in industry.

Let us consider your three chosen occupations as selected in the Citizenship-Economics assignment, First year, No. 4. Remember, every occupation has certain advantages and disadvantages, and your real job here is to find the real conditions as they really exist---NOT AS YOU PERHAPS WOULD LIKE THEM TO BE. What are the real dangers and hazards? This is the problem!

For this analysis use the special "Physical and Mental Health Factor Analysis Chart". Use a separate chart for each of your (3) chosen occupations, (Cit.-Ec. First Year, No.4) beginning with your school shop occupation as No.1.

For references see:

See trade literature for your occupation. Your shop instructors will be glad to help you, also,
Hughes, pp. 305 to 350; Wells, pp. 558 to 568;
Tolman, pp. 186 to 166; Payne, Vol. 4, pp. 140 to 143;
Williams and Oberteuffer, pp. 85 to 149;

PROBLEM No. 2. Modern Workshop and Industrial Hygiene. What the worker has a right to expect; What industry has a right to expect from the worker.**Problem questions, directions, and things to do:**

What are some of the sanitary conditions found in modern shops and factories that contribute much to the welfare of the workers? Consider: heating, lighting, ventilation, first-aid, medical service, civil treatment by superiors, working hours, toilets, rest-rooms, luncheon service and consideration, etc.

Explain briefly, just what you are expected to do in the way of co-operation with your employer in the maintaining of these favorable sanitary conditions. How can you co-operate? This is a very important problem. Many industrial managements have much difficulty in getting the men to help maintain conditions even after they have been introduced at great cost. Of course, it goes without saying, that it is to the benefit of each workman to see to it that all workers in a factory or industrial plant work together to improve their industrial environment.

For references see:

Tolman, pp. 73 to 100; Payne, Vol. 4, pp. 205 to 206;
Williams and Oberteuffer, pp. 207 to 228; Monroe and Ozzanne, 520 to 521;
Winslow, pp. 334 to 335; Wells, pp. 556 to 557; Broadhurst, pp. 315 to 318;

PROBLEM No. 3. Welfare Measure For Wage Earners. A study of the workmen's compensation laws; The value of these laws in the protection of industrial workers.

Problem questions, directions, and things to do:

There are many laws designed to protect and compensate the wage-earner from danger, accidents, discomfort, and permanent injury. It is your duty as a citizen to know what you have a right to expect in the way of healthful working conditions and compensation in case of injury. It is also essential that you, as a worker in industry, know exactly what co-operation is expected of you in the maintenance of healthful working conditions that are all ready existent.

Why is better working environment an important factor in American industrial progress? How does it effect the standard of living of the individual worker? Does the worker expect at least as good hygienic conditions in his own home? How would this factor help community standards?

Trace briefly, the story of the Workmans' Compensation Law. What is it and what does it attempt to do for the workman? For the employer? Why was this law a great step in the advancement of better working conditions? How does it protect and compensate? Morgan & Flick, Williams & Oberteuffer, *Index*.

For references see:

King Barnard, pp. 198 to 199; 366 to 369;
Hill, pp. 329 to 353; to 425 to 427;
Williams and Oberteuffer, pp. 230 to 234;
Wells, pp. 559 to 563;

Hill, pp. 425 to 426;
Monroe and Ozzanne, pp. 401 to 420; 520
Morgan and Flick, *Index*;

PROBLEM No. 4. The certification of workers. Legal working certificates and their regulation; The protection of industrial "Minors". Dangerous trades; The war against the "sweat shop".

Problem questions, directions, and things to do:

What is the purpose of the legal working certificate? What is the status of a "minor" in regard to this certificate? How does this system of certificating protect the minor? How does this system contribute to the better standard of working conditions that now exist?

Why are "dangerous trades" and the operation of "dangerous" machinery prohibited to minors and women? What are some of the specific things thus prohibited? Why has society waged war on the "sweat-shop"? What unhygienic conditions existed under this system? What has been done to eliminate this

For references see:

Wells, pp. 549 to 570;
Hughes, pp. 305 to 330;
Tolman, pp. 190 to 191; 223 to 225;

Williams and Oberteuffer, pp. 124 to 150;
Ames and Eldred, pp. 204 to 206;
Monroe and Ozzanne, pp. 103 to 105; 414 to 415

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ **Date** _____

***NOTE: See Assignment and Library Reference Manuals.**

SUBJECT

--SECOND

YEAR--

SUBJECT --- OUTLINE BY QUARTERS

	First -- Quarter	Second -- Quarter	Third -- Quarter	Fourth -- Quarter
CITIZENSHIP-ECONOMICS	No.1. The Rich Heritage of The American People; Our great liberties and how they are protected; Forms of government; The American Constitution.	No.2. The Story of Organized Society; Development of community life; What civilization is; Training and care of the handicapped; Crime, its causes and its prevention.	No.3. Political Parties, The Ballot, and Elections; Public Opinion; Newspapers; Magazines and Radio.	No.4. The Local, State and National Government; Organization, functions and services of.
INDUSTRIAL-HISTORY	No.1. Colonial Development; A study of colonial development of agriculture; Fish and Fur trade; Ship building; Colonial market and raw materials. Land development, ownership, division, tenure, property rights in America.	No.2. The Development of Manufacturing from Colonial Times up to 1860; Manufacturing during the colonial period; Manufacturing from 1789 to 1816. Manufacturing from 1816 to 1860.	No.3. The Development of Manufacturing in America from 1860 to 1930. The new industrial revolution in America and the Civil War; Manufacturing from 1865 up to 1930.	No.4. The Development of Currency; Finance and Banking from 1789 to 1930; Their relation to National Development. Periods from 1789 to 1812; 1812 to 1860; 1860 to 1930.
HYGIENE-HEALTH	No.1. Community and Public Health; The Co-operative fight against disease; for the health of all; A study of health progress and development.	No.2. Foods and food values and their relation to health; How energy is supplied by the food we eat; Correct diet and eating;	No.3. Recreation and the use of leisure A survey of recreational activities and their relation to health. A study of work, rest, play, and sleep; Muscular activity and fatigue; Leisure.	No.4. Mental Health; Hygiene of the Nervous System; A study of the nervous system; and relationship between body and mind; How to use and conserve mental energy; How to study; Mental and physical recreation.

from the 1st of July 1891
to the 31st of December 1891
the sum of £1000

which is the sum of money
received from the sale of the
land in the year 1891

and the sum of money
received from the sale of the
land in the year 1892

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received from the sale of the
land in the year 1893

from the 1st of July 1891
to the 31st of December 1891
the sum of £1000

which is the sum of money
received from the sale of the
land in the year 1891

and the sum of money
received from the sale of the
land in the year 1892

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received from the sale of the
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received from the sale of the
land in the year 1893

INDUSTRIAL HISTORY. SECOND YEAR-NO. 1.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC: Colonial Development.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: "Colonial Development." "Commerce" Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Land Tenure; Agriculture;

Royal Charters and Indian Sessions. The developement of the colonial farm. Early plantations. Agriculture in the north; in the south; in the west; colonial live stock. The story of the beginnings of land ownership, tenure, leasing, rental, and of property rights in America.

Problem questions, directions, and things to do :

Upon what were the titles to land based in the colonies? What were the ideas of the Indians as to land holding?

Tell how the system of great plantations in Virginia was built up. Do you think the abundance of land was in any way responsible for the tax enforcement of the "head right" law? Did the mountains help in any way for creating two kinds of agriculture in the southern colonies?

Why was *careful agriculture* impossible in the colonies? Do men usually do things that are *best* in the long run, or those which are *most profitable* at the time? Describe the colonial treatment of the soil and the forests.

Why were most New Englander farmers? What other occupations did they follow? Describe the average colonial farm in colonial days. Show how the colonial farm was also a technical school.

Describe the results of the plantation system. What was done with land not favorable situated for plantations?

What were the origins of the American livestock? What care was given to live stock in different sections? Why was not better care given to animals? What gave rise to the wool growing industry? Why did this industry grow but slowly?

For references see:

Card-Index.

PROBLEM NO. 2. FISH, SHIPS, and FURS, as factors in the development of the American Colonies. The mercantile system. Colonial markets and raw materials.

Problem questions, directions and things to do:

Why were the fisheries and the fur trade so important to the colonies? The growth of the New England fisheries. In what respects would whale fishing have special influence in developing foreign commerce?

Trace the growth of the fur trade. What political results came from this trade? What was the importance of the fur trade of the Great Lakes? What were the relations for the traders and the Indians?

What were the means of transportation in intercolonial trade? What determined the location of colonial cities? Locate the chief ones. Name at least three conditions which prevented any large intercolonial trade.

What were the principal foreign markets for colonial produce? Name the chief colonial exports. How do differences of climate affect trade between different regions? Show how slavery stimulated colonial trade.

Can you refute the theory that a nation's or an individual's prosperity must be attained at the expense of someone else. State the main objects of the English "mercantile" system.

What is meant by the "balance of trade?" Could all nations maintain a favorable balance at the same time? Is a great navy necessary to a nation that has a large foreign commerce?

Show how fishing and ship building accompanied each other. What advantages had the colonists for ship building?

For references see:

Card Index.

NOTICE!! — This assignment is continued on the next page. (See over)—

ASSIGNMENT HELPS

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, or chapters used as a reference for your statements. **Use several for references**, that is don't take all of your references from one book.
4. Enclose with **quotation marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE- I have carefully read all of the above instructions*and have **complied** with each to the **best of my ability**.

SIGNED _____ **Date** _____

NOTE: See Assignment and Library Reference Manuals.

INDUSTRIAL HISTORY — SECOND YEAR - NO. 2.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: **The Development of Manufacturing from Colonial time up to 1860.**
Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: **Manufacturing; Labor; Capital;** Under these topics
in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. COLONIAL MANUFACTURERS and the COLONIAL LABOR SYSTEM. The influence of environment on Manufacturing, Household Manufacturing; the Manufacturing of cloth and leather; Early iron Manufacturing, etc. The Manufacturing of hats, flour and lumber; European systems of Labor in the Colonies; Conditions surrounding the outgrowth of Frontier conditions; Labor organization.

Problem questions, directions, and things to do:

What were the sources of most of the colonial labor supply? Describe the ordinary colonial indenture. Show how colonial conditions created a *greater* demand for *unskilled* than *skilled* labor. Why did slavery supplant the system of indentured servants in the South and not in the North? Did the abundance of land have anything to do with the establishment of slavery?

What influence tended to create free, wage-earning laborers? Why were there practically no labor organizations in colonial days? What *changes* in the industrial situation became discernible *by the end* of the colonial period?

What were the chief natural advantages for manufacturing possessed by the colonies? What was chiefly responsible for the development of manufacturing in New England? What were the difficulties of securing capital for manufacturing? Will the presence of capital necessarily result in the growth of manufacturing, and will apparent lack of capital necessarily result in the death of manufacturing? What were the difficulties in the way of securing labor for manufacturing?

What is meant by the "household" system of manufacturing? Why did this system become so thoroughly established in the colonies? What is meant by the "domestic" system of manufacturing? Show how the development of this system indicated increasing specialization in industry. Describe the development of the domestic system of textile manufacturing. Why did European nations oppose the development of manufacturing in their colonies? Could the colonies have competed effectively with English manufactures? What restrictions did England impose on colonial textile manufacturers?

Why was the manufacture of leather one of the earliest of colonial manufacturing industries? Describe the expansion of the manufacture of boots and shoes. Where did this industry have its greatest development? What legal regulations of the industry were made? In what respects did iron manufacturing differ from other colonial manufactures? Locate and describe the iron industries of the seventeenth century? What was the extent of the industry by the end of the colonial period? What was a bloomery? Describe the methods of a colonial pig-iron works. What were the principal articles of iron made in the colonies? In what respects did England encourage the colonial iron industry and in what respects did she attempt to curtail it? What effects did the Revolution have upon the industry?

Give a summary of the chief characteristics of manufacturing and manufacturers in colonial days

For References See:

and See -Index **Manufacturing.**

ells—Industrial History of U.S.—pp—62 to 91;

oore—Industrial History of American People—pp—107 to 130; and pp—392 to 438;

organ and Flick—pp—86 to 103.

See: Histories, Encyclopedias, etc.

Notice! — This assignment is continued on the next page. (See over) —

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

PROBLEM NO. 2 MANUFACTURES AND MANUFACTURING. 1789 to 1816. Economic Independence and Isolation; The Industrial Revolution In England; in America; The protection of American Industry; Its relation to Industrial progress.

Problem questions, directions, and things to do:

What *delayed* the rise of large-scale manufacturing in the United States after the revolution? Why was England able to undersell competitors, and keep up with the world's demand for manufactures after 1760?

What relation do the following considerations have to manufacturing: *capital, labor, raw materials, markets, machines, and transportation*? Could any of them be eliminated in large-scale manufacturing? Which is the most influential in inducing men to under-take manufacturing? As the topics named in the *preceding question*, show what changes had taken place in the United States between 1790 and 1812. Was it the "natural course of things" that England should do the manufacturing and the United States furnish the market for the goods?

Is it wise to stimulate any industry by artificial means such as a protective tariff, or would it be better to let industries grow where naturally favorable conditions supply the stimulus? Which had greater influence, the three different economic sections*, or the tariff, in encouraging American manufactures after 1810? Can politicians who are *nothing else* make good tariff laws? Is it possible to make a tariff law in the United States that does not favor some special interest?

What were the provisions of the tariff of 1816? What were the political considerations connected with the act of 1828? What were the provisions of the law of 1833?

What were the circumstances which called forth the Monroe Doctrine. What was the doctrine? Was it something new? What connections did it have with our economic growth? Is it a part of *International Law*?

*This means *North of Ohio*, as one economic section, *Northeastern States*, as the second, and the *Cotton States*, as the third.

For references See:

See *Card Index: Manufacturing.* Wells-Industrial History of U.S.-pp148 to 160;
Moore-Industrial History of American People-pp-163 to 208;
Morgan-Flick-pp-84,85,94; See *Index* under: **Industrial Revolution;**

PROBLEM NO. 3. Manufacturing and Manufactures from 1816 to 1860.

Problem questions, directions, and things to do:

What developments were most responsible for the growth of manufactures between 1818 and 1860? See Morgan and Flick-pp-59 to 123; An excellent reference. *Read it carefully.*

Locate the principal textile centers in the United States. What is the character of the manufactures of these? See Dryer, *Economic Geography*, p 215.

What natural advantages did the American leather manufacturers have over the foreigner?

Where were the early iron-manufacturing regions? Describe the methods of producing pig iron in America. How did the abundance of wood affect pig iron production? Why was not steel used extensively before 1860?

What is an automatic machine? What is meant by standardization? What effects did automatic machines and standardization have on production? What is meant by specialization? What is meant by interchangeable manufacturing?

What major factors determine the location of industries? Give examples.

For references see:

See <i>Card Index: Manufacturing.</i>	Encyclopedias
Wells, Ind. Hist. of U.S.-180 to 204;	Herrick-Ind.Hist.
Moore, Ind. Hist. of the Am. People.-pp-392 to 438;	King and Barnard
Zeigler and Jaquette	Tryon and Lingley-p. 308;
Brewer-Occupations	

NOTE—I have **carefully** read all of the above instructions* and have **complied** with each to the **best** of my ability.

SIGNED _____ Date _____

NOTE: See Assignment and Library Reference Manuals.

IMPORTANT

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ASSIGNMENT TOPIC; The Development of Manufacturing in America from 1860 to 1930

Use this topic for your Assignment.
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Manufacturing; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Story of TEXTILES. Manufacture of, in the Colonies. Cotton before and after the Civil War. Factory growth after 1820. Inventions. Woolens and Silks.

Problem questions, directions, and things to do:

Upon what foundations had the development of cotton manufacturing rested since the *Civil War*? What were the chief characteristics of the American demands for cotton goods? How is the Ring Spinner especially adapted to meet this demand? How is it adapted to the labor supply in American mills?

Describe the development of the automatic weaving machines. What effects have these had upon labor cost? What improvements in knitting machinery have been made?

What were the effects of the Civil War on woolen manufacture? How has foreign competition been met since the war?

What are the three chief fields of the woolen manufacturing industry? Describe the manner in which specialization has taken place in the worsted industry. Could protective tariffs have been responsible for the failure of the woolen industry to develop distinctly American Machinery?

What was the status of the silk manufacture up to the Civil War? What improvements in methods have been made since that time? What chances in the American market made possible a great silk industry?

In what respects has the manufacture of clothing differed from most other industries? Where is the bulk of the industry located?

For references see:

Card-Index.

Wells—Industrial History of the U. S. —pp—373 to 385.

See: Encyclopedias; Books of knowledge; Histories; (*See Index*.)

Morgan and Flick—pp—84 to 103.

NOTICE!! — This assignment is continued on the next page. (See over)—

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

PROBLEM NO. 2. Topic: The Civil War and the New Industrial Revolution. The Civil War and the North. The Civil War and the South. Machinery, Science, and Improved Methods of production. The revolution among farmers and workmen. SLAVERY, the white man's burden.

Problem questions, directions, and things to do:

What industries are most stimulated by war? Why do prices rise in time of war? How did machinery help the North during the Civil War? In what ways did the war hasten the end of the domestic system of manufacturing? Are industries created by war likely to prove permanent? Why not?

What were the conditions in the South caused by the war? Why did not Southern agriculture and manufacturing feel the same stimulus due to the war as did the North?

See: Moore—Ind. Hist. of Am. People p—342; Index.

Show how the bankers have been concerned with the development of the industries. Why did people begin to distrust business and industrial combinations? What revolution has been taking place as to the conduct of business?

In what ways has co-operation taken the place of competition among farmers and laborers? What are the difficulties in the way of co-operation between the employer and employee, and between the farmer and either of the other two groups?

Show why natural conditions made slavery almost inevitable in the Southern States. Do moral and ethical considerations amount to much as against economic demands? Had moral considerations anything to do with the disappearance of slavery in the North? Summarize the forces working for and against slavery after the revolution.

References: Wells, Industrial History of the U.S. -pp-290 to 303. (Reference for the questions on the Civil War).

What effect did the plantation system and slavery have upon the development of the other resources of the South? What were the most prominent economic evils of the plantation system and slavery?

Reference: Wells Industrial History of the U.S. -pp-247 to 260.

For References See:

Card-Index.

Wells, Ind. Hist. of the U.S. pp. 386 to 406; 290 to 303; index;

PROBLEM NO. 3. The Development of MANUFACTURING, 1865 to 1915. The spread of manufacturing interests. Manufacturers in the Middle West. In the Far West. Manufacturers in the South. Manufactures in the Northeast. The quality of American Manufacturers. The iron and steel industry. Boots and Shoes. The Cotton manufactures. Silk manufactures. Woolen Manufacturers. Clothing. The manufacture of food.

Problem questions, directions, and things to do:

Describe the increase of manufacturing in the Middle West, the Far West, the North East, and the South, since 1860? What advantages for manufacturing were found in the Middle West after the Civil War? Explain the growth in the iron industry in certain of the states of the old Northwest. What manufacturers were stimulated by the agricultural resources of the Middle West?

What influences have determined the location of manufacturers in the Northeast? Describe the advantages of the Northeast as to the market. What is meant by "good will" and what influences does it have on the location of industries? What has been the situation in the Northeast as to capital and a labor supply? What are the chief natural resources for manufacturing easily accessible to the Northeastern states?

Why are American manufactures mainly machine made? How does the quality of machine-made goods differ from that of goods on which more human labor has been expended? Are hand made goods more serviceable than those made by machines? Why have American goods been characterized by the slight value added by manufacture? Will this be a permanent, or a gradually disappearing characteristic? (Consider the fact that machines are being used more and more by other countries for manufacturing.)

Give an account of the Bessemer process and its growth in the United States. In what respects was this process deficient? Why was it more generally used here than in foreign countries? Trace the growth of the use of the open-hearth method of producing steel. What improvements have been made in blast furnaces since 1840?

For References See:

Card-Index.

See also, Wells Industrial History of the U.S. pp-355 to 384.

Moore-Ind. History of the American People

Morgan and Flick-Civics in Industry-pp 59 to 126;

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: The Development of a Currency. Finance and Banking from 1789 to 1933.
Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Currency; Money; Banking; Under these topics in the card-index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Currency, Finance, and Foreign Trade, 1789 to 1812; The establishment of a Federal Treasury Department; The establishment of currency; The story of early banking; The problem of the freedom of the seas; Commerce after the American Revolution.

Problem questions, directions, and things to do:

What was the financial condition of the United States government in 1789? Of what did the National debt consist? What is meant by National credit? Was National credit worth anything during the Great War? Why were government securities worth more in 1790 than in 1788? What methods were taken to reduce the National debt between 1789 and 1812? What foreign coins circulated in the United States? Describe the currency system adopted in 1791. What difficulties are there in using two coins of different metals each serving as the unit of value? What were the causes of the decline of American foreign commerce and shipping between 1775 and 1789? How were they re-established? Describe the restrictive measures of England and Napoleon after 1803. The European war became a war between England and Napoleon, and the Great war is often said to have been a war between England and Germany. Why does England seem to be the objective of any power seeking to dominate Europe? What were the effects of the Embargo and the Non-intercourse acts. (1) on England (2) on France; (3) on the United States? Whom did they injure the most?

For references see:

Wells, pp. 113 to 131;
Morgan and Flick, pp. 189 to 206;
Hill, pp. 364 to 378;
Matthews, pp. 270; index
Monroe and Ozzanne, pp. 424 to 446;

Hughes pp 271 to 272
Tryon and Lingley, pp. 416;
Thompson, 113 to 131;
Also Index;

PROBLEM No. 2. Currency, Finance, and Banking, 1812 to 1860; Payment of the United States Debt; Financial Panics; The Independent Treasury; Coinage;

Problem questions, directions, and things to do:

What effect did the War of 1812 have upon National credit? What were the main sources of revenue after the War of 1812? Why were these revenues so large? Why were the Eastern State banks run on a sounder basis than banks in the West? Why did the number of banks in the South and West increase so rapidly? What are the effects of too much paper money? Why was extensive credit made use of during this period? Why was such credit increase necessary? What were President Jackson's objections to banks in general? What were the causes of the panic of 1837?

Give a brief outline and account of the currency system from 1790 to 1860. Why were French and Spanish coins so common in this country?

(For references about Andrew Jackson's objections and policies about banking see any of the histories of this period. Look up Jackson's administration for details.)

For references see:

Wells, pp. 205 to 212;
Monroe and Ozzanne, pp. 429 to 437;
Morgan and Flick, pp. 196 to 197;
Moore, pp. 349 to 391;

Hill, pp. 369 to 371;
Tryon and Lingley, pp. 276 to 290;
Thompson, pp. 268 to 276; pp. 355 to 356;

PROBLEM NO 3. Currency, Finance, and Banking, 1860 to 1933; The National Banking System, Cheap money struggles, The fight for silver. The victory of the "gold Standard". The Federal Reserve System under President Wilson; The expansion of banking; The increase in speculation and its serious effect upon National economic security;

The banking crisis of 1933; The breakdown of unregulated and uncontrolled banking; The flagrant misuse of public trust by Banking officials; President Roosevelt's action against corrupt banking practice; Lessons from the depression of 1933.

Problems questions, directions, and things to do:

Describe three methods adopted by the government to meet war expenses. State, giving reasons, which method do you consider the best. In what ways was it intended that the National Banking Acts should meet the financial requirements of the nation?

How did paper-money advocates propose to deal with the national debt? Is it just to extend loans so that future generations have to pay for wars for which they are not responsible? Was there any justification in the demands of debtors for cheap money? What was the argument of paper-money men as to the proper agency for issuing paper money? What disposition was finally made of exchanging the greenbacks?

Why did Congress demonetize silver in 1873? Was silver the only commodity, the price of which, fell between 1873 and 1896? Describe the Bland—Allison and the Sherman silver acts. What were the issues in the free-silver campaign of 1896? In what way was the country put upon a gold basis? Show how bank checks have taken the place of currency. Explain why the use of credit has grown so largely since the Civil War. What are the dangers to an industrial system founded on credit? Can you see anything in the way banking has developed which might help to explain why bankers oppose the issuance of paper money by the government.

Describe the organization of the Federal Reserve system. Show how it is designed to correct the weaknesses of the national-banking system. Does the Federal Reserve permit of a greater extension of credit than formerly? How are reserve notes guaranteed? How many the Federal Reserve banks check the over-extension of credit?

What is meant by the "money trust"? What has the concentration of banking resources? Show how the great bankers have become connected with the industries, and through what channels they secure control of the resources of the country?

Discuss briefly, the banking situation in March, 1933, at the time of the inauguration of President Roosevelt; What measures did he take immediately to prevent further corruption of our monetary and banking system by bank officials who misused their public trust?

What lessons may we learn from the depression of 1933 and its associated bank failures? Give reasons why the government of the United States should control and regulate banking, the currency, and the reserves upon which it builds its financial and monetary structure. Why did the government recall all gold reserves to the banks? Why it is necessary for the government to see that private banking interests never again be allowed to manipulate and ruin the financial structure of our country for their own greedy ends and profit?

For references see

Wells, pp. 446 to 465;	Faubel, pp. 152 to 227;
Morgan and Flick, pp. 193 to 206;	Thompson, pp. 453 to 470;
Monroe and Ozzanne, pp. 429 to 442;	See: The Reader's Guide for Current articles;
Moore, pp. 349 to 391; Matthews, pp. 258 to 270; index Williamson, pp. 322 to 324;	

NOTE—I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:**The Rich Heritage of the American People.**

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT KEY TOPICS: "America People" "Government". Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The European Background of Immigration. The Economic, Political, Religious Industrial, and Social Heritage of the American People.

Problem questions, directions and things to do:

What were the causes of the first migrations from Europe to America? Which of the causes do you consider most important? Do the same causes bring immigrants to America today?

Describe the results of the religious disturbances in Europe during the sixteenth and seventeenth centuries. See West—Modern World—pp-364 to 399.

What were the leading principles of puritanism? What was the attitude of the authorities in England toward the Puritans? Did the Puritans leaders come generally from the lower and poorer classes, or were they men of rank and wealth?

What were the causes of the rise in prices in the sixteenth and seventeenth centuries? Can you show that rising prices would tend to cause men to migrate? Do wages ever rise as fast, and in the same proportion, as prices?

What were the ordinary conditions of landholding in England and on the continent of Europe? Show how the conditions rendered the position of one born in poverty almost hopeless. Who were *rogues*, vagabonds, and sturdy beggars? What legal provisions were made for the care of the poor?

What part did capital play in the settlement of America?

How did England's economic position make colonies desirable? (*Refer to a map and see what constitutes the British Empire.*)

What were the terms of the charters granted Sir Humphrey Gilbert, the East India Company, and the London and Plymouth Companies? Why were these charters very liberal and monopolistic?

For reference see:

Card - Index

Wells, Industrial Hist. of U. S.

Hill, Community Life and Civic Problems

West, Modern World

Tryon and Lingley, The American People and Nation

King and Barnard, Our Community Life

Morgan and Flick, Civics and Industry

Hughes, Community Civics

Thompson, History of the U. S.

PROBLEM NO. 2.**The Great MIGRATIONS to America;**

The story of the colonization of America; The early colonies; The later colonial immigration; The demand for men; Methods of securing settlers; Slave labor and slave traffic; Economic and Industrial condition conditions of the immigrant.

Problem questions, directions, and things to do:

What evidences were there that America was becoming the "melting pot" of nationalities in colonial days?

How were the later English colonies established?

What evidences can you find that most of the early colonizing efforts were in part, business enterprises? Enumerate as many motives for founding colonies as you have so far discovered.

Compare the kind of men desired in America in the seventh and eighteenth centuries with the kind desired in the twentieth. From what sources came the demand for men in colonial days? *Why* has the demand for man been greater in America than it is in most European and Asiatic countries?

Describe the various methods of securing immigrants. From what nationalities did most of them come

By what agencies were negro slaves brought to America? Why did slavery become more general in the South than in the north? Consider the *contrast* of conditions between the climate, industry, and people, of the North and South, with the negro had to content. Do you think the North would have wanted Slavery abolished if Slaves had proven profitable on Northern soil?

For References See:

Morgan and Flick, Civics and Industry

Well, Ind. Hist. of U. S.

West, Modern World

West, Modern Progress

Thompson, Hist. of U. S.

Tryon and Lingley, The Am. People and Nation

Faebel, Principles of Economics

Ames and Eldred, Community Civics

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

PROBLEM NO. 3. American Ideals. The Great Liberties of the American People and how they are protected and guaranteed.

Problem questions, directions, and things to do:

How are the following American ideals finding expression in your community? They are: a) Equality of opportunity. b) No hereditary classes. c) Direct representation. d) Political equality. e) A government of *Law—and not of Men*. f) A Republican form of government. g) Fair-play. h) Individual initiative and self-reliance. i) Love of Home and Country. j) Worthiness. k) Good Health. l) Service. m) Education for all. For reference see K&B—pp.—468 to 483.

The above are some of the most important of the ideals of Americans. *It is not to be inferred that the people of other Nations do not have similar ideals.* But it is true that the history of the American people makes our ideals very real to us, and truly characteristic of American Democracy. These ideals distinguish Americans and the American Nation. *It is our duty as citizens to protect and continue these ideals.* For reference use K&B—Chapter XXIV—pp.468 to 483. This chapter covers these ideals excellently.

What is the interesting story of:

- a. The Magna Charta,
- b. The Petition of Rights,
- c. The Declaration of Rights,
- d. The Declaration of Independence,

See: Histories, Encyclopedias, etc; (Use the index in each)

See: King and Barnard pp-505 to 517.

See: *Card Index* American People.

Give experiences *from your daily contacts as to the value and need of:*

- a. Freedom of speech,
- b. Freedom of Religion,
- c. Freedom of the press,
- d. Freedom of Assembly

What effect had the people's desire in Europe for freedom of speech, press, and religion, on the early history of our country?

Democracy is *not a leveling process, But- A Raising Process of the opportunities of all.*

What does this mean to you as a citizen of the United States? See King and Barnard pp-572

Reference See: *card-index-American People.*

History books, encyclopedias, citizenship books, are all potential sources of information. Use as many of your everyday experiences in the answering of these questions-problems as you can.

NOTE—I have **carefully** read all of the above instructions* and have **complied with each to the best of my ability.**

SIGNED _____ Date _____

NOTE: See Assignment and Library Reference Manuals.

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC:**The Story of Organized Society**

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Society; Handicapped; Crime; Education; Civilization. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Story of the Community. The story of how early people organized to meet their needs and wants. The modern community. Problems of community life. A study of our own city.

Problem questions, directions, and things to do:

Find out all you can about the community life of one of the following racial groups; Eskimos, North American Indians, South Sea Islanders, Australian tribes, Negro tribes of Central Africa, Arabians, Hindus. (See reading list; also consult the back numbers of the **National Geographic Magazine**.)

In what ways does life in your community resemble life in a primitive community? In what ways is it better? In what ways is it worse? What was the best feature of community life among primitive peoples? What was its worst feature? Give reasons for your answer in each case.

Trace the History of Beverly and make a simple outline of the factors which have contributed to make Beverly a modern community. Which are of greatest importance? Is the population of Beverly increasing or decreasing? Find the causes of this increase or decrease. How will this effect the city of Beverly? What are the outstanding things about Beverly that make it a modern community?

Contrast the problems of a modern community to those of an early Frontier community. What are the difference? In which type of community—Primitive, Frontier, or Modern—would an individual be least dependent on other people? In which would he enjoy the most Freedom? In which would he have the most comforts and luxuries? Why?

Why is it necessary to limit individual liberty more in a Modern city than in a Frontier settlement? What is liberty? Does it mean the right to do just as one pleases? Explain.

Make a careful list of six important problems of Beverly as a community.

For References See:

Hill Community Life and Civic problems—pp—109 to 144;

Ames and Eldred—pp—1, to 11, 242, to 265;

Card-Index

King and Barnard—pp—1, 569, 2, 72, 62, 216; pp— 229 to 256;

PROBLEM NO. 2. The training and care of the HANDICAPPED; Crime and Criminals; America's problem. A survey of the activities of Beverly in this great service.

Problem questions, directions, and things to do :

What arrangements are there in your City or County for the education of the blind? For the education of the Deaf? Does your State make any special provision for the education of either class? What kind of education is given each group? Should money be given to beggars? Give reasons for your answer. Why do many Cities have ordinances which forbid begging?

Look up the story of Laura Bridgman; Helen Keller; Which had the greater obstacles to overcome? Who was the greater teacher—Dr. Howe, or Miss Sullivan? Why? What are the chief causes of Blindness? of Deafness? What are the chief preventives of these defects?

What is the difference between a feeble-minded person and one who is insane? Should there be any important difference in the kind of treatment or training they receive? Explain. How does it add to the happiness and welfare of the feeble-minded to live in an institution? How are the feeble-minded care for in your County or State? The insane?

What is crime? What are its chief causes? Why are so many more crimes committed in the U.S. than any other lands? Does severity of punishment tend to prevent crimes? Are you sure? Why should criminals be kept in confinement?

Report on the Jukes, the Kallikaks, or the Ishmaels; consult the Encyclopedia; See also the reading list.

Why were persons who were handicapped with blindness, deafness, or insanity mistreated in bygone days? Can you find out how they were treated by such primitive peoples as the Indians, Eskimos, or the Australian tribes? What is the difference between a suspended and an intermediate sentence? What are the advantages? Should criminals be paroled? Give reasons. What does "Parole" mean? Should goods made by convicts be sold to the public? Give reasons.

What can the school do to help persons who are physically or morally handicapped? What can the church do?

For References See:

Hill—pp—297 to 324;

K. and B.—pp—265 256—Excellent Chart of Dates.

Card-Index.

K. and B.—pp—248 to 266.

NOTICE!! — This assignment is continued on the next page. (See over) —

PROBLEM NO. 3. The Story of Education. Why we have schools. How the American school developed. The value of an education.

Problem questions, directions, and things to do:

Why is education necessary to the social, economic, and industrial progress? T.M.P.-pp-232 to 250.
What was the beginning of the Beverly schools? When were they founded? What interesting circumstances? Lapham, History of Beverly-pp-18;

How are the Public Schools controlled and supported? Consider the problem from the viewpoint of the Beverly schools. Where does the money come from for their continuation? Would this be possible without the interest and co-operation of the entire community? Hughes-p-129.

Why have we made education compulsory? What are the age requirements in Massachusetts? See K&B page 110-111 for chart giving details for all states.

What kind of schools did the early settlers establish? What was the purpose of these early schools? Were they for everybody? Were they free to all?

What kind of schools does Massachusetts have today? Who must attend school and when? World Book No. 6-p-3687.

How will a good education increase your chances of success? What specific thing will you be able to do when you leave school that will help you to earn a living? What subjects will be of most value to you in preparing for your specific life's work? What subjects will be more helpful in preparing you to enjoy the better things of life?

How may you continue your education after leaving school to enter industry? How will further preparation increase your chances of advancement?

For References See:

History of Beverly, Lapham, p-18

Hill, Civic Problems, *Index*

King and Barnard, pp-110 to 111---excellent chart.

Ames and Eldred, Chapter on Education.

Ziegler and Jacquette, Chapters, 1, 2, 3, 4, 28, and appendix

Hughes-p-129 4, 7.

Monroe and Ozzanne, *Index*

Brewer Chapters: 1, 2, 3, 21, 22-*Index*.

T. M. P.---pp-232-250 *Excellent reference*.

Manual of U.S. pp-19; T. M. P. pp-232 to 250.

— ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently** and **accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all references margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE—I have **carefully** read all of the above instructions† and have **complied** with each to the **best of my ability**

SIGNED _____

Date _____

*NOTE: See **Assignment** and **Library Reference Manuals**.

CITIZENSHIP - ECONOMICS. SECOND YEAR-NO. 3.

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC:

Use this topic for your Assignment
Heading Sheet

Political Parties and the Ballot; Elections; Public Opinion; Politics;

ASSIGNMENT INDEX KEY TOPICS: Politics; Parties; Government; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Political Parties and the Ballot.

Problem questions, directions, and things to do.

What is meant by the term "political party?" Trace the story of the beginning of political parties in the U.S. What interesting incidents? K&B; Matthews; McGruder; Munroe & Ozzanne; Ames & Eldred pp—330 to 340; Give a brief outline of the history of the Republican and Democratic parties. A & E —pp—330 to 340. Macy, Pol. Parties in the U.S. index;

What were the chief issues during the last Presidential campaign? State the attitude of the great parties on these important issues.

Trace briefly, the history and story of the "Australian" ballot. Matthews-p-147; Hill-p-520. What are the objections to "oral" voting? Is a person allowed to discuss politics in a public polling place? Why not? Hill-p-524; Beard-p-151.

What is a political machine? A political "boss?" How does each secure power? Matthew p-154-156 M & O-p-145. What is the value of the political party platform when properly and honestly used? What should chiefly determine one's vote—the candidate, platform, or what? M&O; Hill; K&B; Beard-p-146. Hughes-p-137-8; McGruder-p-259;

For References See:

Card-Index.

Hill; p 518

Munroe and Ozzanne;

Ames and Eldred;

Macy—Political Parties in the U.S.

McGruder, American Government—excellent ref.

Mathews, Essentials of Am. Gov.—pp—156.

PROBLEM NO. 2. PUBLIC OPINION and the BALLOT in Government; The significance of public opinion in politics. Factors of;

Problems questions, directions, and things to do:

Explain how public opinion is an important factor in elections and in government? Why is our government constructed so that current emotion and public opinion will not interfere with its proper functioning and its stability? K&B; Hughes-p-468.

Why and how is the newspaper an important factor in moulding public opinion. Hughes-p-468. What good do the Newspapers do your community? What harm? Give examples. Make a list of the different ways messages can be sent in Beverly; then a list of the various ways the goods can be carried. Which is the longer list? Which methods occur in both lists?

How does successful government depend upon public opinion for its force and accomplishment. Give a few cases from current affairs to show this.

For References See:

Card Index: Public Opinion; Newspapers, etc;

ASSIGNMENT HELPS

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6. Remember, **quality** rather than **quantity** should be your aim, Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one half-inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE- I have carefully read all of the above instructions* and have **complied** with each to the best of **my ability**.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

IMPORTANT

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ASSIGNMENT TOPIC: Local, State, and National Government.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: GOVERNMENT;

Under these topics in the card index will be
found additional reference cards for this assignment.

PROBLEM NO. 1. Local Government; Township and City governments; Tendencies in City government; How the City serves its citizens.

Problem, questions, directions, and things to do;

Why is it necessary to have government? What is government? What are the three most common forms of Municipal government? Discuss each, giving the characteristics and advantages of each. What form of government has the city in which you live? Give the reasons for your statements.

Find the names of your city officers, their duties, term of office, and their salaries. (Consider only the more important officers in this study.) Are these officers elected or appointed? Do you think the important officers of the city government should be changed every election, or should they be continued in office regardless of party? Consider the Chief of Police, Engineer in charge of public works, etc. Why would it be advantageous to take these important officers out of the reach of the politicians? Answer carefully and explain what you say! Why should we not allow our public school system to become a political football? Why is it very important to have members of a school committee well educated and familiar with the problems of education? Explain carefully!

How are laws made in Beverly? (A study of many modern communities will reveal a plan similar to that in Beverly.) Explain how Beverly raises its money for its budget. How does the payment of taxes in a community show co-operation on the part of each citizen? Could a modern community exist without some form of taxation? What is the money raised by taxation used for in your city? Explain carefully!

For references see:

Williamson, pp. 377 to 385;
Matthews, pp. 234 to 243;
King and Barnard, pp. 337 to 344;

Hughes, pp. 253 to 267;
Hill, 441 to 453;
Ames and Eldred, pp. 242 to 264;

PROBLEM NO. 2. State Government; The states and the National Government; State Constitutions and State Government; How State Laws are made; The State Executive Department; The Judicial Department; Tendencies in State Government; How the State serves its citizens.

Problem questions, directions, and things to do:

Read the following references carefully and discuss as fully as time will permit, these questions: What are the chief functions of a state government? What services does our state render to our city? How does Massachusetts raise the money to meet its budget expenses? What are the major department of our state government. Who are the present state executives? (Consider only the more important offices.) Explain how a state law is made. Why is it necessary for the state to foster and protect such important enterprises as education, courts, state highways, etc.?

For references see:

Williamson, pp. 475 to 507;
Hill, pp. 456 to 473;
Mathews, pp. 235 to 256;
Ames and Eldred, pp. 266 to 280;

King and Barnard, pp. 346 to 353;
Hughes, pp. 242 to 250;
Monroe and Ozzanne, pp. (see index.)
Turkington, Mogan, and Pritchard, pp. 435 to 471;

PROBLEM NO. 3. The National Government; The Union and the Constitution; The House of Representatives; The Senate; The National Executive Departments; The Powers of the National Government; The services of the National Government to the people.

Problems questions, directions, and things to do:

Explain briefly, the organization of the National Government. How are Representatives chosen? How many has Massachusetts? What is the length of term of office? What are their duties? How are Senators chosen, what are their duties, and what is their term of office? How many Senators does each state have? How many in the Senate as a whole body? Which do you consider more important, a Representative Senator? Why? Why has the calibre of our Representatives and Senators fallen to a lower standard than what they should be? How can the situation be remedied? What do you think about persons who do not even take the trouble to vote? Have they any right to "kick" or criticize our government when they take no interest or part in it? What do you think of the proposition of taking away the right to vote from those who do not exercise this important privilege? Would not this be justifiable? Explain carefully and state what you propose plainly!

Why is the President's Cabinet a very important body? What is its chief function or work? How many Cabinet members are there and what are their duties and responsibilities? How are Cabinet officers chosen or selected and by whom are they appointed? Does Congress have to approve these appointments? How may they be removed?

Explain briefly, how National laws are made.

Why was it important that we do away with the "lame duck" session of Congress? What were the evils of these sessions usually? Why did we postpone the meeting of the new Congress and the inauguration of our President Elect until March when the elections took place the previous November? explain carefully why it is not necessary to do so now, and also what the benefits of the "lame duck" amendment should be.

For References See

Hill, pp. 475 to 504;
King and Barnard, pp. 376 to 392;
Hughes, pp. 152 to 239;
Matthews, pp. 95 to 122; index;
Monroe and Ozzanne, index;

Ames and Eldred, pp. 290 to 325;
Turkington, Mugan and Pritchard pp. 435
to 481; index;
Morgan and Flick, index;

PROBLEM NO. 4. The services of the National Government; How the National Government serves the Nation and its people; National expenditures and the National budget.

Problem questions, directions, and things to do:

The National Government contributes to the welfare of the Nation. Add to this list of *National Government Services* and discuss the value of each briefly;
Lighthouses, Agricultural experimental stations, Timber conservation, Irrigation projects, pure food laws, Regulation of Interstate commerce, Mail service, Parcel Post, National protection among World Powers, Patents, Copyrights, Trade Marks, Foreign commerce, etc. How does the National Government raise the money needed for its support.

For references see:

Hill, pp. 492 to 499;
King and Barnard, pp. 357 to 374;
and pp. 35 to 56; 191;
Morgan and Flick, pp. 26; index

Matthews, pp. 99 to 109;
Hughes, pp. 347 to 359;
Ames and Eldred, pp. 242 to 244;

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ Date _____

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IMPORTANT!

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ASSIGNMENT TOPIC:

Community and Public Health.

Use this topic for your Assignment Heading Sheet.

The co-operative fight against disease for the better health of all.

ASSIGNMENT INDEX KEY TOPICS: "Community" and "Public" Health. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Co-operative Fight Against Disease for the better health of all.

Problem questions, directions, and things to do:

Note the development in science in the past century. How has individual health and community health shared in this remarkable progress? What is the interesting story of Louis Pasteur? Of Edward Jenner? Of Walter Reed? Of Dr. Edward Livingston Trudeau? What did each contribute to the health and welfare of mankind? See: Encyclopedias; Met. Life Ins. Co., Bulletins; Hunter "Civic Biology" *index*.

In what ways have there been *increased* demands for knowledge of correct living? What evidences do we see around us that prove there is a *decided tendency* along this line? Examples of community activity will furnish many. Also, what are the schools doing to further this demand? What are they doing to supply this information? See: K. and B.-pp-43 to 87; A. and E. pp-51 to 65; Payne III-pp-9 to 78; Fisher and Fiske-pp-1 to 6; Hill-pp-182.

What is *health*? Upon what important factors does it depend? Consider the influence of environment, care during childhood, proper medical attention, proper food, heredity, correct living habits, etc. In what sense may we say that health is inherited? In what sense acquired? What is meant by individual and community health? See: Payne IV-pp 9 to 12; Fisher and Fiske-pp 138 to 175; T. M. P. pp-326 to 342

What is the value of a *periodic medical examination*? How might it prevent serious sickness? The human machine, like mechanical machines, gets out of order occasionally. The human machine however, does something that no mechanical machine can do. *That is, the human machine can repair itself to a certain extent.* Therefore, often times an examination will disclose that the body needs repairs, and through proper rest and care, the body repairs itself and heals the wounds of sickness and disease, if the resistance of the body is strong enough to fight the invading germs or to repair the injury done to one of its members. This is the real basis of health, and usually the best that medical science can do in times of sickness, is to simply *help* NATURE repair and heal the sick and injured. See: Red Cross Manual "Care of the Sick and Home Hygiene," pp-76 to 77; M. and O.-p-521.

What are some of ways that the community seeks to protect the health of each individual? Consider such instances as health "clinics", welfare bureaus, health departments, health centers. (The Beverly Health Center), quarantine in case of contagious disease, hospitals etc. K&B-p43; A&E-pp-51 to 65; Hughes p 72.

What are the dangers lurking around garbage pails, dumps, dirty backyards, dirty homes, etc? Why is it necessary for the protection of the entire community that these places be cleaned up and kept clean? Explain carefully.

PROBLEM NO. --- The Co-operative Fight Against Disease. The prevention of communicable diseases in the community. Improvements of workshop and industrial Conditions

Problem questions, directions and things to do.

What do we mean by health? Distinguish between individual and community health. Which is more important? Enumerate all the ways in which your health may be impaired by the actions of someone else in the community.

See: Williams and Oberteuffer, Ind. Hygiene—pp —247 to 252; *index*; Hunter—253

Trace reduction of death rate in the United States during the past fifty years. How do you account for this reduction? See: W. and O.—Ind. Hygiene—pp—150 to 172; An cex. table on all disesaes. World almanac, look under *Death Rates*.

What are communicable diseases? Infectious diseases? In what way is the community interested in communicable diseases? What proportion of the death rates in the United states is caused by communicable diseases? Does your reply explain why the public is concerned with these diseases? How? Has the community any right to restrict individual practice? See: W. and O.—Ind. Hygiene—pp—34 to 66; 85 to 123; 151 to 228.

What steps have been taken in your community for the safe guarding of the milk supply? What has been done in your state? What has been done to safeguard the food supply of your community. What specific steps have been taken in your community to control the spread of communicable diseases? What part does the *Board of Health* share in this work?

Explain how *Community, State, Federal, and, Private health* agencies work together in their co-operative fight to conquer disesaes. See: King and Barnard—pp 43 to 87

Trace the progress in Industrial Hygiene. What is the workers part in this program?

See: W. and O.—pp—1 to 17; 207 to 236; 85 to 101 *excellent*; Make a chart showing the desirable and undesirable conditions concerned with the following:

- | | |
|-----------------------|---------------------------|
| 1. Space for workman | 11. Handkerchiefs |
| 2. Ventilation | 12. Spitting |
| 3. Air | 13. Lockers |
| 4. Heating | 14. Wash rooms |
| 5. Humidity | 15. First Aid facilities |
| 6. Water for washing | 16. Sunshine |
| 7. Water for drinking | 17. Noon hour |
| 8. Towels | 18. Condition of floors |
| 9. Waste | 19. Condition of machines |
| 10. Toilets | 20. Shop clothing |

For references see:

Card Index

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SIGNED _____ Date _____

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ASSIGNMENT TOPIC:

Foods and food values and their Relation to Health.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Foods; Digestion; Energy. Under these topics in the card index will be found additional reference cards for this assignment:

PROBLEM NO. 1. Food and Fuel for the human machine. Supplying the energy for the body.
How to select the proper foods for maintaining health. Food values.

Problems questions, directions, and things to do:

What are the signs of food nutrition? Of malnutrition?

Why is milk such a valuable food? What are the pros and cons of vegetarianism?

Tabulate the diet that you followed yesterday and show where you obtained protein, carbohydrates, fats, mineral matter, and vitamins.

Why is protein a tissue builder? How does it differ from protoplasm? How is energy derived from sugar? Where? What happens to this energy?

Why does the body need fat? Why is it necessary to have a variety of fats? Why are mineral substances needed by the body?

Name three uses of water in the body.

What are vitamins? Name two vitamin deficiency diseases. What foods in your diet, supply vitamins?

What are refined foods? Why should they be avoided? What is the danger of exceeding tissue needs?

Why is a mixed diet considered better for our bodies than diets consisting of one thing to exclusion of all others? Explain carefully.

For References See

Card Index.

Payne—IV—pp—20 to 36; Payne—III—pp—113 to 121.

Bussey—pp—14 to 29;

Health Habits—pp—106 to 154;

Williams—pp—146 to 157;

W. & O. See: Index on page 276—Excellent Reference.

NOTICE—(This assignment is continued on the next page.) See (Over)

-ASSIGNMENT HELPS-

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3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statement. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any book, magazine, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing you assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazine papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently** and **accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one half-inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

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Date _____

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ASSIGNMENT TOPIC: **Recreation and the Use of Leisure;**
Use this topic for your Assignment. **A Study of work, rest, play, and sleep.**

ASSIGNMENT INDEX KEY TOPICS: **Recreation; Leisure; Sleep; Work;** Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. WORK, PLAY, REST and SLEEP. The Story of FATIGUE. Our muscular activity. Getting the most from the human machine. Health efficiency.

Problem questions, directions, and things to do:

The muscles are the motor machinery of your body. Explain how they serve us in the moving and the controlling of the body. How do the nerves control the muscular action? How does exercise cause muscles to grow larger and stronger? Why is it better to exercise even a short time out of doors, than a longer time in doors? References for 1,2,3, see Bussey-pp-34 to 37.

The human machine, **unlike any other mechanical device or machine**, has the power to **repair itself**. This self-repairing action is very important and shows us how nature repairs and renews the body when the need arises. After a period of work the body needs rest. This is because of fatigue. What is fatigue? Why is rest and sleep so necessary to the growth and development of the muscles? What is the warning signal of fatigue? What harmful results come from the continued neglect of this signal? Why should rest or sleep follow vigorous work or play?

Sleep is called nature's greatest restorative. How does sleep help our bodies regain energy? What is sleep? Is all sleep alike? Explain. What can we do to insure restful sleep? See: H-H, pp-79, 80, 83, 314, 315. Bussey pp-30; Williams-pp-318. Hough and Sedgwick-index.

For References See:

Card-Index.

PROBLEM NO. 2. A Study of Recreation; The Use of Leisure time.

Problem questions, directions, and things to do:

How does play and recreation rest our body and mind? See H-H, pp 89. Is rest always found by doing **nothing**? Explain. See Hough and Sedgwick.

Explain why the use of leisure time is fast becoming a very serious problem for the American People. How do shorter working hours affect the situation? Show how the misuse of leisure time may very easily lead to crime and other difficulties.

In what ways may we use our leisure time so that our health, our bodies, and our minds may be benefited most? Use everyday situations and examples for this.

For References See:

Card-Index.

NOTICE!!—This assignment is continued on the next page. (See over)—

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4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs copied directly from any book, magazine, or any other source of information.
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ASSIGNMENT TOPIC:

Use this topic for your Assignment Heading Sheet.

Mental Health; Hygiene of the Nervous System; Practical analyses of study methods and processes; How to study.

ASSIGNMENT INDEX KEY TOPICS: Nervous System; Hygiene (Mental)
in the card-index will be found additional reference cards for this assignment.

Under these topics

PROBLEM No. 1. A study of the nervous system. The functions of the nervous system; The nerve cell, the unit of the nervous system; General arrangement of the nervous system; Connection between body and mind and the effect of this relationship on health; Definite relationships between physical health and mental health.

Problem questions, directions, and things to do.:

How is the nervous system organized for the work of direction and control of the human body? What is the part played by the brain in this work? By the nerves? Compare the directions and control of the body with that of any army. In what ways is the comparison similar? Make a sketch suggesting in a general way how each is controlled. Read as much as time will permit, using the references below. These references have been carefully selected. Go over each thoroughly!

For references see:

Payne Vol. 3, pp. 113 to 121;
Winslow, pp. 23; 155 to 170;
Hough and Sedgwick, pp. 309 to 335;

Health Habits, pp. 279 to 170;
Williams, pp. 286 to 329;

PROBLEM No. 2. A Study of the Emotions; Relationships Between Body and Mind.

Problem questions, directions, and things to do:

It is well to know the fact that worry, care, sorrow, fright, fear, and poor habits, have a direct effect upon the personality and mental health of the individual. These things also have their effect upon our physical health. The following questions are for the purpose of discovering these relationships, and to make possible a better understanding of them.

What is meant by "worry" "cares" "sorrow" "fright" and "fear"? How do anger, envy, and fear, effect the health? How do they effect our personality? How may they be controlled? This is not an easy problem to solve, what few specific things can you suggest about the control of these emotions?

Why should a strong effort be made to throw off care, sorrow, and worry? How can we do this? What might be the causes of "grouchiness"? What effect does it have upon the personality, favorable or unfavorable? What should you do when you become grouchy, fretful ugly, and cross? How can you fight these destroyers of poise and personality? (Look up "poise" in a dictionary.)

How may the emotions increase or lessen the physical strength of the body? How may emotions lessen the power of the body to resist disease? What is the effect of a sudden shock? Is it liable to be serious? How?

What effect has cheerfulness upon the health? What is the foundation of hope? Why are these such important things in the curing of sickness? What is "poise"? A well balanced mental tone and mental and physical poise is the foundation of personality. What qualities should we develop and try to cultivate to increase these factors of personality?

How does anger effect digestion? How does peaceful happy surroundings at meal times help digestion and our health? Comfortable clothing and cheerfulness contribute to one's ease in company? Why is this so

For references see:

Bussey, pp. 38 to 40;
Williams and Oberteuffer, pp. 164 to 165;
Fisher and Fisk, pp. 105 to 137; 288 to 297;
Health Habits, pp. 80 to 84;
Payne Vol. 4, pp. 100 to 101;

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones, Academic Instructor

PROBLEM No. 3. A Study of Habits; What They Are and How They Are Formed and Controlled.

Problem questions, directions, and things to do:

What is a Habit? How are habits formed? How can you "break" a habit? Can you break a habit easily? Why not? How can you replace a "bad" habit with a "good" habit? Try to get a real understanding of these questions—they are important!

What part does interest play in the formation and the changing of a habit? What is meant by the statement, "We are creatures of habit"? How do we live by habits? The statement has been made that "habits are faithful servants, but terrible masters." What do you take this to mean? Give a few illustrations from your actual experiences to show the truth of this.

Read the following references carefully before attempting to answer any of these questions. Guess work has no value and no place in the solution of these assignment problems. Get accurate information!

For references see:

Health Habits, 308 to 312;
Winslow, pp. 165 to 185; pp. 208 to 214;
Payne Vol. 3, pp. 73 to 94;

Tolman, pp. 9 to 71;
Hough and Sedgwick, pp. 334 to 343;
Williams and Oberteuffer, pp. 64 to 84;
Hunter-Civic Biology pp. 208 to 218

PROBLEM No. 4. How To Study; Factors of Study; Study habits.

Problem questions, directions, and things to do

It is very important that you know some of the simple facts about effective methods of study. Successful study does not come from haphazard conditions. It is the result of a carefully planned system or method of action. Let us consider some of these important factors of effective study.

Make an outline of things that tend to help us in our study. What factors are detrimental, that is what factors hinder or retard effective study? What is meant when we say that in order to study effectively we must "concentrate"? How do we learn "new" things? Think this out carefully after reading several of the references listed below. Answer these questions from the information found in some of the references and also from your experiences.

Why is it best to change from very absorbing work to work of less interest or effort during long periods of study or before retiring? Why should we never study immediately after eating a heavy dinner? How does "fatigue" prevent effective study? Why is it useless to study when we are extremely tired or nervous?

For references see:

Tolman, pp. 102 to 126;
Hill, pp. 77 to 83; 174 to 177;

Hough and Sedgwick, pp. 399 to 431;
Fisher and Fisk, pp. 309;
How We Learn, pp. 27 to 76; (Author, Pitkin)

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4. Enclose with **quotation marks**, (" ") all phrases, lines, or paragraphs copied directly from any reference book, magazine, newspaper, or any other source of information.
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SIGNED _____ **Date** _____

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SUBJECT --- OUTLINE BY QUARTERS

	First -- Quarter	Second -- Quarter	Third -- Quarter	Fourth -- Quarter
CITIZENSHIP-ECONOMICS	No. 1. The Family and its part in the Progress of Civilization; A study of ideals and practical relationships; The legal status of the family; Household management, finance, etc.	No. 2. Industrial and Social Welfare; Problems involving relationships between industry, labor, and society; Child labor; Women in industry; Workmen's compensation.	No. 3. The United States and Foreign Relations, Relationships between the U. S. and other countries; The story of immigration; Case studies.	No. 4. Leaving School to Enter the World of Occupations; How to make a personal industrial inventory; Marketing our skills: How to secure a position; Personal analysis. Knowing ourselves.
INDUSTRIAL-HISTORY	No. 1. Industrial Competition and Combination; The development of "Big Business." A study of the advantages, disadvantages, and problems of regulation and supervision of "Big Business."	No. 2. The Story of organization Labor Problems of Colonial labor; Labor conditions and organization 1860 to 1789; 1860 to 1915; Current labor problems; 1915 to 1930.	No. 3. The regulation of industry; Farmers movements; Development of State and Federal regulation and Supervision of industry; Interstate commerce and "Anti-trust laws, Federal Trade Commission, A brief study of N.R.A."	No. 4. The United States and the World War; Its effect on society, industry, and commerce; War finances; Taxation, loans. Its effect upon government and politics.
HYGIENE-HEALTH	No. 1. Sickness, Disease, and Life; A practical study of bacteria, protozoa, and germ life; Basic facts about sickness, disease, and life;	No. 2. The Co-operative Fight to Conquer Disease; Preventive Hygiene; A study of prevention of disease; A survey of diseases, causes, symptoms, and procedure for prevention.	No. 3. Hygienic and Sanitary Provisions in the home; A study of accepted procedure of caring for the sick at home; When to secure the aid of a physician; The proper use of patent medicines.	No. 4. Personal Health Inventory; A Survey of present personal health and procedure for its maintenance.

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ASSIGNMENT TOPIC:

The Story of Big Business

Use this Topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: "Big Business." "Industry" "Labor; Capitol;" "Railroads." Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The development of Business Organization Units; Trusts; Combinations; Corporations.

Problems questions, directions, and things to do.

Trace the growth of business from the time of the early trader and pedler up through the period of trusts, corporations, and association partnership. Consider each of the following stages carefully:

- a. Trader, pedler.
- b. Shopkeeper. (Small)
- c. Merchant.
- d. Commercial Associations; Trusts; Corporations.
- e. Association Partnership.

For Reference See:

Card Index.

PROBLEM NO. 2. Industrial Combinations; Competition and Combination; Trusts; Pools; Holding Companies.

Problems, questions, directions, and things to do:

Are there any dangers in *unregulated competition*. Was it wise not to prevent individuals to take possession of the natural resources? What influence brought about the increased size of Industrial Organization? How did panics contribute to the size of Industrial Organizations?

What are pools? State the purpose of railroad pools. What are the popular objections to them? What is a trust? How does it differ from a pool? Did the individuals who put their concerns in trust believe in individual freedom and unrestricted competition. What is a holding company? What industrial service does a holding company concerns perform? What is meant by industrial amalgamation? In what respect does this differ from pools, trust, and holding companies. In what way can industrial organization serve the people better than small ones.

In what way do labor unions and farmer's organization illustrate a tendencies to substitute co-operation for competition

If there were still an abundance of free land unappropriated resources, would the government have intervened in industry as much as it has? What were the causes for popular demand for such interventions? Why do some people distrust monopolies? What practices brought popular condemnation on some large industrial combinations?

Describe the relations that have existed between railroads, and law-makers and government officials.

What economical and political evils may arise from such relationships? Show why labor unions are often opposed to great combinations.

For Reference See

Card-Index. **Big Business; Industrial; Labor; Capitol; Railroads.**

NOTICE—(This assignment is continued on the next page.) See (Over)

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SIGNED _____

Date _____

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INDUSTRIAL HISTORY — THIRD YEAR - NO. 2.

IMPORTANT!

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ASSIGNMENT TOPIC:

The Story of Organized Labor.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Labor; Capital; Unions; Organized Labor; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Colonial Labor Problems.

Problem questions, directions, and things to do:

What were the sources of most of the colonial labor supply? Describe the ordinary colonial indenture. Show how colonial conditions created a **greater** demand for **unskilled** than **skilled** labor. Why did slavery supplant the system of indentured servants in the South and not in the North? Did the abundance of land have anything to do with the establishment of slavery?

What influence tended to create free, wage-earning laborers? Why were there practically no labor organizations in colonial days? What changes in the industrial situation became discernible **by the end** of the colonial period?

For references See:

Card-Index.

PROBLEM NO. 2. The Industrial Conditions from 1800 to 1865. Significant changes

Problem questions, directions, and things to do:

What changes had taken place in the industrial situation between 1800 and 1865? How did these changes affect the bargaining power of the individual laborer? How does collective bargaining offset the advantage held by the employer?

What effect did machinery have upon class distinctions among laborers and upon Labor organization?

For References See:

Card-Index.

PROBLEM NO. 3. A Study of the Development of the Labor Union.

Problem questions, directions, and things to do:

Give an account of the Knights of Labor. Why was this organization unsuccessful?

Give an account of the origin and growth of the American Federation of Labor. Compare its government with that of the Knights of Labor.

What were the origins of the I.W. W.? What are their principles? What do you think is the cause of there being any I.W.W. in America.

For references See:

Card-Index.

PROBLEM NO. 4. Labor Problems.

Problem questions, directions, and things to do:

Discuss the various methods by which the unions have sought to secure absolute control of the labor supply. What difficulties can you see in the way of securing such a monopoly?

Is a strike "successful" that secures such high wages for the strikers that the public cannot afford to buy the product? Can you justify the boycotting of a concern for buying the products of a plant in which a strike is taking place?

Describe the substitutes for strikes that have been tried in the settlement of labor disputes. Can you see any way in which the public might be made to suffer through trade agreements? Give arguments for a compulsory arbitration in the case of essential industries such as transportation and coal mining. Can you find any cases where labor has lost more than it gained in an arbitration of a dispute.

For references See:

Card-Index.

— ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references,** that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines, papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately.** Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all references margins about one and one-half inches wide at the **left side of each paper.** Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE—I have **carefully** read all of the above instructions† and have **complied** with each to the **best of my ability**

SIGNED _____

Date _____

*NOTE: See **Assignment** and **Library Reference Manuals.**

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: The Regulation of Industry.

Use this topic for your Assignment
Heading Sheet

ASSIGNMENT INDEX KEY TOPICS: Industry; Labor; Organized Labor; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Regulation of INDUSTRY. Farmer's Movements. The problems of the Farmer. Periods of Agricultural Depression. Co-operative movements.

Problem questions, directions, and things to do:

From what handicaps did farmers suffer during much of the nineteenth century? What were the agricultural conditions in the Northeast and the South after the war?

Summarize briefly the causes of the discontent of Western farmers. Why were the farmers angry at the railroads? What purpose would the railroads have in favoring elevator companies and commission houses at the expense of the farmers? What was the course of prices between 1865 and 1895? What were the causes of the change? What does a large number of farm mortgages indicate as to the condition of the farmers? What new conditions regarding migration were the Western farmers confronting? What was really at the bottom of the farmers' troubles?

Why are farmers usually conservative? In what way did frontier conditions affect the traditional conservatism of farmers?

Why was co-operation among farmers impossible as long as there was an open Frontier? Trace the developments which took place in the methods of marketing grain between 1865 and 1890. What would be the purpose of monopolizing the facilities for handling grain? In what way did this monopoly injure the farmers? Describe the development of the co-operative grain-elevator system. Would it be practicable for the co-operative movements to be extended so that the farmers might control the entire process of grain marketing?

For References See:

Card Index.-

Wells—Ind. Hist. of U.S.—pp—406 to 423.

Morgan and Flick,—pp—247 to 248;

PROBLEM NO. 2. The FEDERAL REGULATION of INDUSTRY. National control and Regulation of Industry and Commerce; The Interstate Commerce Commission; Anti-Trust legislation; Industrial significance of (1912 to 1920). The Federal Trade Commission.

Problem questions, directions, and things to do:

Why is federal control the best mode of regulating railroads? Would any of the developments mentioned in the Senate Report of 1886 have come to pass even if there had been **no railroad discriminations**? Summarize the findings of this committee. What were the provisions of the interstate Commerce Act of 1887? What were the reasons for the ineffectiveness of the act? In what ways did decisions of the Supreme Court weaken the act? Show how the railroads took advantage of the conflict between State and Federal authority.

What is the **exact wording** of the Sherman Anti-Trust Law **defining illegal acts***. Why was this definition limited to Interstate and Foreign commerce? (U.S. Constitution, art. 1, sect. 8.)

NOTICE!! — This assignment is continued on the next page. (See over)—

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

Show how some of the defects of the Interstate Commerce Act were remedied by the Elkins, the Hepburn, and the Mann-Elkins acts. What were the results of this legislation? Is there danger of wrecking railroads by such regulation? Would the roads have been in better or worse condition at the present had they been **strictly regulated** from the beginning.

What lessons were learned from the Great War concerning the needs of the railroads? What developments due to the war rendered the conditions of the roads still more precarious? Under what conditions did the Esch-Cummins Act restore the railroads to private control?

What powers were given the Federal Trade Commission? What was **unlawful competition**? Is there anything in this definition at variance with early ideas regarding competition? Describe the procedure when unfair competition is discovered by the Commission. What is the value of continuous regulation of business? In what ways is the Commission empowered to assist the Department of Justice and the Courts? How may it be of service to the business? In what way did the law recognize the value of publicity? Can you see any reason to fear that the Commission might make a nuisance of itself instead of a beneficent constructive agency?

What acts were made illegal by the Clayton Anti-trust Act? What bodies were exempted from the provisions of the Clayton acts?

For References See:

Card-Index

Wells—Industrial History of the United States—pp—424 to 443; Moore—Industrial History of Am. People Greenan—pp 319 to 329; Monroe & Ozzanne—pp—383 to 423; Hill—pp—414 to 432.

*See: Wells, Ind. Hist. of U.S.—p—427, (quotation at bottom of page 290).

See World Almanac for copy of the Act.

This reference in Wells is sufficient for your work. World Almanac—excellent for the copy of Sherman and other acts.

PROBLEM NO. 3. The National Industrial Recovery Act; A brief study of the N.R.A. program.

Problem questions, directions, and things to do:

The advent of the "N.R.A. is of such importance that everyone should endeavor to learn as much as possible about its objectives, organization, and its application to the industrial life of the American People.

Gather as much such information as time will permit in note-book form. Clippings from newspapers, magazines, etc, will provide an excellent source if carefully selected. This problem is informational and tentative, and not a formal study of the N.R.A.

For References See:

Card-Index;

NOTE—I have **carefully** read all of the above instructions* and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals

IMPORTANT

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ASSIGNMENT TOPIC: The United States and the World War.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: WORLD WAR.

Under these topics in the card index will be
found additional reference cards for this assignment.

**PROBLEM NO. 1. The United States in the World war. The problem of credit and production;
Organising industry; Labor problems. General effects of the War Prices;****Problem questions, directions, and things to do.**

Describe the early effects of the war upon American business and industry. How were funds raised to support the war?

How was the United States enabled to meet its war problems? Describe the government organization for the control of industries. Describe the effects which government control had upon the conduct of business and industry. Would such control be advisable in peace times? Explain labor "turnover" and show how it affects labor and industry.

Did the war transfer to America actual wealth, or credit? Explain. Give facts to show how the war stimulated our industries. Give the reasons (1) for the rise of prices, (2) for the decline of prices.

For References See

Wells, pp. 572 to 587;
King and Barnard, pp. 133;
See the Reader's Guide;

Mathews, pp. 226 to 268; 278 to 283;
Tryon and Lingley, pp. 623 to 631;
See Histories written after 1917;

PROBLEM NO. 2. Effect of the War on Industry and Agriculture.

**The iron and steel industry; Textiles; Automobiles; Effect on Agriculture;
Agricultural depression;**

Problems questions, directions, and things to do:

Describe the development of (1) the steel industry, (2) the textile industry. What causes can you give for the growth of the automobile industry? Is buying automobiles on credit a benefit or a detriment to the people? Could automobiles fill the place of railroads? Explain.

Describe the effects of the war on agriculture. Why did the prices of agricultural products fall before those of other commodities? Will the automobile help or hinder agriculture in the long run? What is meant by "frozen credits?" Do high prices of land help or hinder the prosperity of the farmer? Why was the agricultural depression less destructive in the South than in the Northwest?

For References See

Wells, pp. 581 to 585;
See: Histories written after 1917;

See the Reader's Guide for articles on the
World War;

PROBLEM NO. 3. The World War and the advance of Labor.

Wages; Working conditions; Financial power of labor; Labor banks; Efficiency of Labor; Strategic position of Labor.

Problems, questions, directions, and things to do:

Does an advance in wages necessarily mean that laborers are better off? Describe the measures taken by the government to secure the maximum of effort on the part of labor. Give what evidence you can find that laborers are more and more becoming capitalists. What advantages do industrial managements expect from the ownership by laborers of the stock of concerns for which they work? What effect will labor ownership have upon radical opinions among the laborers? Discuss the purchasing power of wages in America. How can wages go up and prices go down? Investigate the prices of a given make of automobile for the past ten years. What do laborers do with the extra time they get through shorter hours? If production could be maintained with two million fewer men and these two million are not laid off, what becomes of the extra products turned out by these men? Describe the growth of the labor bank. Will labor banks, if successful, have any effect on the labor toward capital? Compare what is said about labor in this chapter with the statements on pages 522-525, 530 531, 543, 544.* What is meant by the "strategic" position of labor? Is learning how to earn more money the best reason for going to school and college?

Does war make the world richer, or poorer? Does it transfer wealth from one to another? Why did so much gold come to the United States during the war?

For references see:

Wells, pp. 585 to 592;
See Histories written after 1917;

*See Wells Industrial History of the U. S.
See the Reader's Guide for articles on the World War;

PROBLEM NO. 4. How the United States Financed the World War.

Problems of Currency; Taxation; Loans;

Problems, questions, directions, and things to do:

Describe the United States War taxes. How could the world borrow hundreds of billions of dollars when there are only ten billions of gold for monetary purposes in the world? Why do Europeans feel that Uncle Sam is more or less of a Shylock? Could Europe pay its debts in money?

Describe the present tax situation in the United States. What measures have been taken to reduce taxation (1) by the federal government, (2) by your state, (3) by your city or town? What effect does excessive taxation have (1) on prices (2) on industry, (3) on the honesty of men? What would be your argument for and against the following subject: Resolved that it would be better for the people of the United States if the government should cancel the debts owed to it by the states of Europe. Explain carefully.

For References See

Wells, pp. 592 to 599;
See the Reader's Guide for articles on the World War;

See: Histories written after 1917;

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ **Date** _____

***NOTE: See Assignment and Library Reference Manuals.**

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the Assignment and Library Reference Manuals.

ASSIGNMENT TOPIC: The Family and the Management of the Home.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Family; Marriage; Business of the Household.

Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The Family and its Members.**Problem questions, directions, and things to do:**

The home is the foundation of American Democracy. How does the home and the family control and contribute to the progress of a people? Show, by practical examples, how the family as a social unit, is the foundation of civilization.

What makes a home? What is your ideal of a happy home? Can you give an example? The home is a partnership. What does this mean in the conduct and management of a home? Why has the "boss" type of a husband become obsolete and unpopular today? What do you think has caused the granting of "equal rights" to women more and more in our rising civilization?

The following poem by Edgar Guest is one of the finest of literary gems. Read it thoughtfully and you will understand why America loves Edgar Guest and his poems about life and people. What do you think makes it so appealing? Is it true to life? Is Edgar Guest right? Why?

HOME

EDGAR A. GUEST (Born August 20, 1881—)

It takes a heap o' livin' in a house t' make it home,
A heap o' sun an' shadder, an' ye sometimes have t' roam
Afore ye really 'preciate the things ye lef' behind,
An' hunger fer 'em somehow, with 'em allus on yer mind,
It don't make any differunee how rich ye get t' be,
How much yer chairs an' tables cost, how great yer luxury;
It ain't home t' ye, though it be the palace of a king,
Until somehow yer soul is sort o' wrapped 'round everthing.

Home ain't a place that gold can buy or get up in a minute;
Afore it's home there's got t' be a heap o' livin' in it;
Within the walls there's got t' be some babies born, and
then
Right there ye've got t' bring em' up t' women good, an'
men;
And gradjerly, as time goes on, ye find ye wouldn't part
With anything they ever used—they've grown into yer
heart:
The old high chairs, the playthings, too, the little shoes
they wore
Ye hoard; an' if ye could ye'd keep the thumbmarks on the
door.

Ye've got t' weep t' make it home, ye've got t' sit and sigh
An' watch beside a loved one's bed, an' know that Death
is nigh;
An' in the stillness o' the night t' see Death's angel come,
An' close the eyes o' her that smiled, an' leave her sweet
voice dumb.
Fer these are scenes that grip the heart, an' when yer tears
are dried,
Ye find the home is dearer than it was, an' sanctified;
An' tuggin' at ye always are the pleasant memories
O' her that was an' is no more—ye can't escape from these.

Ye've got t' sing an' dance fer years, ye've got t' romp an'
play.
An' learn to love the things ye have by usin' 'em each day;
Even the roses 'round the porch must blossom year by year
Afore they 'come a part o' ye, suggesting someone dear
Who used t' love 'em long ago, an' trained 'em jest t' run
The way they do, so's they would get the early mornin' sun;
Ye've got t' love each brick an' stone from cellar up t' dome
It takes a heap o' livin' in a house t' make it home.

REPRINTED FROM A HEAP O' 'LIVIN' BY EDGAR A. GUEST, BY PERMISSION OF THE REILLY & LEE CO., PUBLISHERS. COPYRIGHT 1916.

Building your own home will probably be your greatest adventure in life. How will intelligent thinking and careful planning increase your chances of success?

What is the husband's part in the ideal home? What do you think are the characteristics of a successful husband?

What is the wife's part in the ideal home? What kind of a girl would you choose for a life's partener in your home?

What do children contribute to the home? What responsibilities do they bring as well as happiness?

Every home represents a life-investment of a man a woman. Every divorce represents a broken home. What are some of the causes of broken homes? What are the effects on society? As every child is entitled to a happy home life, what is the effects upon the children in broken homes? Why can it be said that a person's success in marriage is a good test of his or her intelligence? What can you do in the planning of your own home to avoid the tragedy of a wrecked home? How can we use our intelligence to avoid these pitfalls?

Card Index: "Family" "Marriage"

PROBLEM NO. 2. THE BUSINESS OF THE HOUSEHOLD. The story of financing and running a home. Practical case studies. Household management. The family income. Insurance in the home. The family budget. The bank account in the home.

Problem questions, directions, and things to do:

The story of the financing and running of a home is a real one and an important business to all so engaged. No longer is it practical to run a home by the *hit or miss* method wherever the family income is concerned. Efficiency is everywhere the watchword, and successful family life demands an accounting by those entrusted with the purse-string. The following assignment is designed to interest and inform you about the business affairs of the home. As a potential home-maker you can well profit by this story. As a present member of a home it will help you to understand the vital problems, with which your Father and Mother have to contend. It is worthy of a better understanding.

Name the various plans adapted to the distribution of the family income. Which one would you favor? Why? What objections can you offer to the various methods mentioned? For your own information, ascertain the methods used in *your own home*. Do you think that a wife is entitled to an equal right with her husband in his earnings? If so, Why?

What are the principles that should underly an expense account for the home? Why are most household expense accounts impractical? What are advantages of keeping such an account? In keeping an expense account, what information should each entry show? How should you handle daily cash paid out? Should one keep a small personal expense record of individual expenditures? How can you do it?

What is meant by a "budget"? Upon what must a budget be based? In a budget what items of expenditure are more or less fixed, and not subjected to much deviation? What are the principle advantages of the budget system?

What are some of the advantages of a bank account? How may a bank check be made to serve as a receipt? What are the advantages of paying household bills by receipts? What is meant by the "stub" of a check book? In making out a check what data or information should be listed upon the stub? Why is it especially necessary to check up the items in department stores and similar bills? What are the advantages of paying bills at the same time once a month? Why is it necessary to check bank and check accounts frequently?

What are the principal arguments in favor of life insurance? Of accident insurance? What is the difference between "straight" life insurance and ten, twenty, thirty year payment policies?

Name two principles that one may adopt in starting out in life that may have a bearing upon the question of saving? What should be the prime purpose of saving? Why is regularity necessary to successful saving? System? Also work out No. 7, 8, 10, 11, 12, on page 343, Lippincott's Home Manual—by C. W. Taber—"Business of the Household" (See Note below, *important*).

Compare reference sheet, "Business Laws in Brief" with the facts stated in "Business of the Household" Ch. 35 and 36. Which facts are of most common use? Why?

For References See:

See: Card Index; "Family" "Business of the Household"
Household "Arithmetic" Ball and West.

NOTE: There are two *different editions* of "Business of the Household". For questions No. 6 the page is either 343 or 327, depending upon which edition copy you are using.

SIGNED _____ Date _____

NOTE: See Assignment and Library Reference Manuals.

Directed Individual Assignment and Research Plan
Beverly Trade School, Beverly, Mass. Leslie R. Jones Academic Instructor

REFERENCE SHEET

Note. This reference sheet is to be used with
Citizenship—Ec. Assignment,
Third Year, No. 1,

“The Family and Business of the Household.”

BUSINESS LAWS IN BRIEF

It is a fraud to conceal a fraud.

A note given by a minor is void.

Ignorance of the law excuses no one.

A contract with a minor is void.

A contract with a lunatic is void.

Notes bear interest only when so stated.

The acts of one partner bind all the rest.

An agreement without consideration is void.

A receipt for money is not always conclusive.

The law compels no one to do impossibilities.

Contracts made on Sunday cannot be enforced.

Signatures made in lead pencil are good in law.

Agents are responsible to their principals for errors.

No consideration is sufficient in law if it be illegal in its nature.

If the time of payment of a note is not inserted it is payable on demand.

A note obtained by fraud, or from a person in state of intoxication, cannot be collected.

Each individual in a partnership is responsible for the whole amount of the debts of the firm, except in cases of special partnership.

If a note is lost or stolen it does not release the maker; he must pay it if the consideration for which it was given and the amount can be proven.

“Value received” is usually written in a note, and should be, but is not necessary. If not written it is presumed by the law, or may be supplied by proof.

If one who holds a check, as payee or otherwise, transfers it to another, he has the right to insist that the check be presented that day, or, at farthest, on the day following.

REFERENCE SHEET

Note: This reference sheet is to be used with
Citizenship Ex. Assignment
Third Year, Vol. I.

"The Family and Business of the Household."

IN STRESS LAW & ETHICS

It is a trend to consider that
a note given is a note given,
irrespective of the law known or not,
a contract with a note is valid,
a contract with a note is valid.

Now law is only what is stated.
The note is a contract, and all the rest.
An agreement without consideration is void.
A contract for money is not always binding.
The law is not the same for all jurisdictions.
Contracts made in violation of law are void.
Signatures made in law are good in law.

Agreements are responsible to their partners for errors.
A consideration is sufficient in law if it is legal in its nature.
If the time of payment of a note is not stated it is payable on demand.
A note obtained by fraud or from a person in state of intoxication cannot be collected.
For a partner in a partnership is responsible for the whole amount of the debt of the firm, except in cases
of special partnership.

If a note is lost or stolen it does not release the maker, he must pay it; the consideration for which it was
given and the amount can be proven.
"The receipt" is usually written in a note, and should be, but is not necessary. It may be written in the
margin of the note, or may be supplied by parol.
If one who holds a check, or pays or otherwise, transfers it to another, he has the right to insist that
the check be presented that day, or at earliest, on the day following.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: Industrial and Social Welfare.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Labor; Capital; Society; Industry. Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Labor and Capital. The story of organized labor. How co-operation in Industry between Capital and Labor is necessary to Industrial and Economic progress.

Problem questions, directions, and things to do:

Explain why labor organizations came into existence during the nineteenth century. On the whole have they been a benefit to industry or not? Give your reasons. (Do as much careful reading on this question as time will permit. **Several excellent references are available**). Burch and Patterson, pp. 189-190.

Give some reasons for expecting trade unions to be stronger in certain employments than in others. In which of the following employments would you expect the unions to be **strong** and in which would you expect them to be **weak**; (a) railroading; (b) domestic service; (c) school teaching; (d) farming; (e) mining; (f) steel making? Give reasons for your expectations in each case.

The closed shop is sometimes criticised as being "Un-American" and the open shop has been called the "American plan". What does this mean?

Are there any employments, public or private, in which strikes should not be permitted? (Consider especially organizations for the protection of the Public, such as the police, firemen, etc.)

What is Capital? What is its origin? What was Capital in the Stone Age? Bronze Age?

What has Capital to do with business? Could business continue without Capital? Why not?

Two things are necessary to produce anything—Labor and Capital. Why is this so? Is either of any value without the other? Why not? Is land capital? Buildings? Machinery? Good will? A savings bank account? Why, in each case? What is the test of capital? What is money? What are tests for money?

For References See:

K&B—pp—27, 211, 187, 194, 189;

Munroe and Ozzanne—pp—400—422;

Morgan&Flick—"Civics in Industry"—pp—59 to 188;

Card-Index 189 to 283;

Greenan—pp—400—413;

Faubel—Economics—pp—286—295; 130—144;

Wells—Ind. History of U.S.—pp—521—548

PROBLEM NO. 2. Labor Problems. Industrial Welfare.

Problem questions, directions, and things to do:

Are all men born with equal opportunity? Show that the handicap of an unequal start is more difficult to overcome now than in 1850. Show how the dangers of industry have increased during the last century.

What are the reasons for restricting the labor of children? Tell of the development of laws for compulsory school attendance. Should boys who do not want to go to school and who loaf through their school course be compelled to go to school?

How has the industrial revolution affected the work of women? Why have women's wages always been lower than those of men?

What arguments can you give for and against minimum wages by law? Does a minimum established by law tend to become the maximum through practice?

What were the difficulties in the way of establishing hours of labor by law? Should an individual be restricted to eight or ten hours of labor if he wishes to work longer? Why do you think the law limiting the hours that can be required of a workman was passed?

In your opinion would the Legislature be justified in limiting to eight hours per day the labor of (a) women in candy factories; (b) men who work on farms; (c) men who work in coal mines; (d) physicians; (e) waitresses in hotels; (f) female servants; (g) members of the fire-protection service in cities; (h) motormen on street cars? Give your reasons in each case.

Give your views as to the **minimum age** at which any person should be permitted to engage in **regular employment** for wages. At what age should employment in night work be permitted? Should persons under fourteen years of age be allowed to work for wages after school hours, on Saturdays, and during vacations?

How can the evil of unemployment be reduced? What abuses might arise in connection with unemployment insurance? Who pays the cost of unemployment? How? Argue whether we should or should not place industrial unemployment on the same basis as industrial accidents.

For References See:

Williamson, "Prob. in Am. Democracy."

Greenan, Readings in Am. Cit. index.

Wells—pp—549 to 569;

Hill—pp—414 to 432;

B&K—pp—170 to 220.

Morgan & Flick—Civics in Industry—pp—59 to 283;

Towne—Social Problems, index.

Card-Index.

Williams and Oberteuffer, Ind. Hyg.

NOTICE!! — This assignment is continued on the next page. (See over)—

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

PROBLEM No. 3. Industrial Welfare. Workmens' Compansation.

Problem questions, directions. and things to do:

What results have accompanied the insustrial revolution in the matter of danger to life and limb? What used to be the employer's defense in case of injury to a workman? Are there any hours in the day when accidents are more likely to occur than at any other time? When and Why?

What progress has been made in the United States on dealing with the problem of compensation for injury Why is this progress significant and great value to our industrial welfare? See: Wells-pp-549 to 571; Morgan Flick-pp- 242 to 422 ;

For References See:

Card-Index Labor; Society; Capital; Industrial Welfare; Compensation.

ASSIGNMENT HELPS-

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible**)
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statement. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any book, magazine, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit, Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing you assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazine papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
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NOTE- I have **carefully** read all of the above instructions* and have **complied** with each to the best of **my ability**.

SIGNED _____ Date _____

*NOTE: See **Assignment** and **Library Reference Manuals**.

CITIZENSHIP-ECONOMICS

THIRD YEAR- NO. 3.

IMPORTANT!

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**

ASSIGNMENT TOPIC: **The United States and Foreign Relations; A Brief Study of America's Part in the Social, Economic, Political, Industrial, and Commercial Life of the World; Immigration.**
Use this topic for your Assignment
Heading Sheet

PROBLEM NO.1. A Study of AMERICAN Foreign Policy.

Problem questions, directions, and things to do:

The questions as to just how far the United States should go into international affairs and relationships is an old one. Upon the answer to this question depends our foreign policy towards other nations of the earth. In the past our country has had many able leaders and their contributions to the solutions of this vexing question are of great value. Let us consider the policies as laid out by a few of our former Secretaries of State; Thomas Jefferson; James Munroe; Daniel Webster; John Hay; Elihu Root;

M & O—p—587
Tyron & Lingley--p--263; 319;
Fite, Hist. of U. S.
Hay policy, p--519;
Lenoard & Jacobs, Nation's History;
For Elihu Root see: Fite,--p--517.

What were the policies of action? What was the most important contribution of each of these great leaders? How have their international policies guided the United States in the past? At present? For example, how has the Monroe Doctrine guided us and other nations in many trying situations?

King and Barnard,--pp-396 to 415;

For References See:

Tyron and Lingley, Am. People and Nation.	Card-Index.
West--Modern Progress--	Monroe and Ozzanne--pp--587 to 605;
West--Modern World	King and Barnard--pp--396 to 415;
Matthews, Essentials of Am. Gov.--pp-362 to 375;	
Haskins, Am. Gov.--Ch. II.	

PROBLEM NO. 2 Case Studies of International Relationships and Responsibilities

Problem questions, directions, and things to do:

Illustrate from history how the acts of other countries have concerned us as a Nation, and how the acts of our Country have affected the people of other lands. For example, the intervention of the United States in Mexico in 1916—(Pershing's expedition into Mexico after Villa); The Boxer uprising in China;

For References See:

Card-Index.
Histories;
Encyclopedias, etc.

NOTICE!! — This assignment is continued on the next page. (See over)---

PROBLEM NO. 3. A Study of World Attempts to Maintain and Establish Peace.

Problem questions, directions, and things to do:

In what way does the United States work with other Countries to avoid war? Trace briefly the interesting story of: The Hague; The League of Nations; The World Court; The Kellog-Briand Pact; What was the significance of each as a plan to avert war and to guarantee peace?
M & O—pp—587 to 645;

Trace the work of the League of Nations in dealing with the Japanese situation in 1931-1932-1933. What do you think the League accomplished? Why has the prestige of the League of Nations dwindled away since the Sino-Japanese clash in the Orient? Is this liable to be of serious consequence? Why?

What plan do you recommend for the abolishment of war? Do you believe war will always be the final resort of Nations in maintaining their safety and honor? Why may it be said that, "every treaty of peace is the beginning of a new war?" Explain. What do you think are the real reasons for war?

For References See:

Card-Index.
Reader's Guide, etc.

PROBLEM NO. 4. A Study of Immigration. Strangers to our shores. Who shall we admit? A study of policy. The Americans problem of immigration, the making of Case Studies. Immigration is a vital problem in the life growth of our country. The problems presented here for you reconsideration and study cover important relationships involving immigration and citizenship.....

Problem questions, directions, and things to do:

1. Who were our first immigrants to our shores? From what countries did they come? Why did they come to America? (After 1600).

Make a list or table by countries showing the immigration to America in the following years: 1830, 1840, 1850, 1860, 1870, 1880, 1890, 1900, 1910, 1921. What marked difference was there between the early immigration, and, that after 1885 to 1890?

See: HILL—pp—150; See table of immigration by years, in K.B.—pp—446 to 467, pp—454.

2. What are the requirements that a foreigner must meet before he may become, a citizen through naturalization? See manual of the U.S. .

See: K. and B.—pp—494; Hill—pp—156 to 168; T.M.P.—pp—271 to 276.

Note: During your search for material look under index headings as: Citizenship, Americanization, Naturalization, Immigration, Aliens, Foreigners, etc.

3. Why should we Americanize foreigners? How can this be done? What is meant by Americanization? Hill—pp—159 to 170.

4. Which policy toward immigration do you think best fitted to meet the needs of America?

- a. Admit all immigrants to America-
- b. Exclude some and admit others-
- c. Exclude all-

Give your reasons carefully **for your choice.**

See **Card Index** on immigration; Hill—pp—145 to 170.

5. What different conditions are encountered when migrating from one state to another in our country or immigrating from a foreign land to the United States? **Explain Carefully** as to the changes, socially politically economically, industrially, etc.

6. What is being done in your community to cause foreigners to love America and to become American Citizens? Hill—pp—167 to 170.

7. Is there any relation between immigration and labor conditions? Social and Political conditions? Morgan and Flick—pp—269 to 270; 8.

For References See:

K. and B.—441 to 467 to 449,
Card -Index.
Hughes—390 to 402,

CITIZENSHIP - ECONOMICS. THIRD YEAR - NO. 4

IMPORTANT!

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ASSIGNMENT TOPIC:

Use this topic for your Assignment
Heading Sheet

Leaving School To Enter The World of Occupations.

ASSIGNMENT INDEX KEY TOPICS: Occupations. Under these topics in the card-index will be found additional reference cards for this assignment.

PROBLEM NO. 1.

Continuing Our Education After Leaving School

Adjusting ourselves to our occupational environment; A survey of educational opportunities in and around Greater Boston; Part-time study.

Problem questions, directions, and things to do.:

What work do you intend to do after school? What new conditions will you have to adjust yourself to? Will you judge your first job by the first month's pay, or your chances of advancement? Why would further study and training increase your chances of success?

Make a chart showing the opportunities in and around Greater Boston to continue your education on a part-time basis, that is, evenings, etc. See Turkington pp., 305 to 336; See: bulletins on educational Opportunities, Schools, etc. For information about where you will find opportunities to continue your education along trade lines ask your shop instructors. They will be glad to help you.

Analyze the following case and make comments as to your reactions. Consider two young men, "A" and "B", who leave the same school at graduation and enter industry. "A" discontinues all study, does just enough work to "get by" and spends *all his spare time* on things that *avail him nothing in return*. In other words, he just has a "good time" and is a regular fellow. "B" on the other hand, enjoys himself, but he also considers his future and devotes some of his time to study and training so that he will become a superior workman. At the shop where he works he advances rapidly because of his skill and expert training, and at the end of five years is receiving \$54.00 a week, whereas "A" has progressed little and is receiving only \$31.00 weekly. Later, "A" and "B" meet at lodge meeting and "A" tells "B" that he wished he had "LUCK" like he has had in earning a good week's pay. "B" wished him luck, smiled, and said nothing further, and returned to other conversation. What was "B" thinking? Why do you think "A" was receiving the lower wages? Was he a wise fellow? Did he build for the future? Now, at the end of ten years, at this rate of pay, how much more did "B" receive than "A"? At the end of twenty years, assuming that this rate of pay, how much more did "B" receive than "A"? At the end of twenty years, assuming that this difference remained? What "B's" education pay him in dollars and cents at this rate? Other things being equal, who do you believe has the better chance of building a happy and prosperous home? Whose standard of living is liable to be the better of the two?

For references see:

Your School Shop Instructors;
Special course bulletins from schools, etc; Rosengarten, pp. 52 to 75
Brewer, pp. 349 to 363; Hughes, pp. 313 to 318;
Burch and Patterson, pp. 348 to 349

Many times you will find help by asking workers in industrial plants, factories, offices, stores, etc; However, it is best to check such information carefully.
Ziegler and Jaquette pp 1 to 15

PROBLEM NO. 2.

Taking An Individual Inventory Of Marketable Abilities, Skills, Personal Qualities, And Educational qualifications with which you plan to earn your living after leaving school; Selling your labor and services for a living; Its economic and industrial significance.

Problem questions, directions, and things to do.:

The problem of "making a living" depends chiefly upon two things, namely; First, you must have certain specific skills, qualifications, knowledge, etc. of *marketable value*. Secondly, you must *find a market* for what you have to *sell*. That is, you must find an employer or a buyer for your stock-in-trade. Wages are usually paid for services which in themselves bring a return to your employer. He hires you to "make money" through the channel of *selling* that which you produce as a worker for him. Naturally, if your employer cannot sell that thing or service you produce, your employment generally ceases. In other words, business is run upon the principle of a *return* in the form of capital. This may be called money, dividends, or any other suitable term, but the result to the business is fundamentally the same. This means that what you have to sell in the process of earning a livelihood *must be demanded* by someone else who is willing to pay *you wages* for it. *Otherwise you do not work*. In furthering your trade or other training and study, always consider this important fact.

Your greatest "selling" job is to sell your work, knowledges, skills, etc. to the employer who will pay you the "wages" that you expect and should receive. To sell your labor for *LESS* than it is worth is poor salesmanship, and also, to sell your labor to the highest "bidder" is good business. But first, last, and always, you must have something *worth selling* or no one will ever buy from you. This is the important thing to keep ever in mind. See: Brewer, pp. 365; Giles, pp. 241; Morgan & Flick;

One way to analyze yourself, to see just what you have to "sell" when you leave school, is to **make a definite list** of the *specific, tangible, things, skills, knowledges, qualities*, etc. that you have to "sell" on the market. This is personal, and if it is to be of any value to you—think straight and honestly. *Put down the units that you know you possess—NOT what you would like to possess.* By carefully analysing your trade and personal values you will be surprised how easy it will be to do a worth while piece of work. Next, make this data into the form of a chart showing what *the unit is* and what the *value of it would be to an employer.*

For references see:

Card-Index: Occupations.
Ziegler and Jacquette, pp. 1 to 57;
Cohen and Flinn, pp. 185.

Morgan and Flick, pp. 59 to 189;
Rosengarten, pp. 1 to 75;
Brewer, pp. 111 to 126;

PROBLEM NO. 3. How to Find Employment; Securing a position; A study of the factors involved in the earning of a living; Selling your skills, experience, training and education.

Problem questions, directions, and things to do:

Using your "personal inventory" chart as constructed for problem No. 2, make a plan for "selling" these skills and qualifications. That is, outline and make a list of the steps you would take, things you would do, that would enable you to secure the position or job you are equipped to fill.

What different ways are available to secure work in your community? What ways would you select as being best adapted to the work that you expect to enter after leaving school? Which is usually more important, good pay at the beginning, or good prospects for advancement and steady employment? Give reasons and illustrations to show where either might be of first importance.

Describe the kind of a firm you would like to work for, paying particular attention to the question of the men and women with which you would be associated. Does it make any difference who your associates are during your daily work? How? Illustrate by a few possible experiences.

For references see:

Card-Index: Occupations;
Brewer, pp. 365 to 414
(This is an excellent reference)

Turkington, Mugan, and Pritchard
pp. 461 to 468;
Morgan and Flick, pp. 169 to 188;

PROBLEM NO. 4. Personal Qualities in Business; Existing versus a life of service and achievement; Personal qualifications and qualities and their relation to success; A study of everyday "courtesies" and discourtesies; Personal appearance and its importance in industrial and social life.

Problem questions, directions and things to do:

What are some of the personal qualities that have a distinct value in business? Make a list of these and also tell which are the most important. See Brewer, pp. 118 to 119; 121. How could the lack of any of these selected personal qualities be a severe handicap in business and industry? Give illustrations to show what you mean. What specific things must you be careful about when applying for a position in person? What mistakes are commonly made? Be definite in your answers and give illustrations to tell just what you mean. See Brewer, pp. 401 to 414.

Make a list of the *common everyday discourtesies* of people as you have seen them in everyday life. Explain how these discourtesies could hurt a person on the business, social, and industrial world. (*Use your own observations and experiences for this work.*)

For references see:

Card-Index: Occupations;

Brewer, pp. 11 to 88; pp. 415 to 425

Rosengarten, pp. 1 to 52;

NOTE — I have carefully read all of the above instructions* and have complied with each to the best of my ability.

SIGNED _____ Date _____

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ASSIGNMENT TOPIC:

Use this topic for your Assignment Reading Sheet.

Sickness, Disease, and Life. A practical study of bacteria, protoza, and germ life. Basic facts about sickness, disease, and life.

ASSIGNMENT INDEX KEY TOPICS: **Micro-Organisms; Disease; Bacteria.** Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Bacteria, useful and harmful.

Problem questions, directions, and things to do:

Some micro-organisms are beneficial and useful to mankind. Can you name a few important instances? See: Conn, *Index*; Hunter, *Index*; McIsaac, *Index*.

How do some bacteria act as scavengers? Is this a useful service to mankind? How? See Conn.; *Index*;

How do some bacteria act as scavengers? Is this a useful service to mankind? How? See Conn, *Index*; Hunter, *Index*. What valuable part does bacteria play in the fertilization of the soil? See McIsaac, *Index*.

What is the story of yeast? What is its value? Do bacteria have anything to do with making our foods more appetizing and delicious? How? See Conn; *Index*.

Who was Louis Pasteur and what service did he render to mankind? See Met. Life Insurance Bulletin.

Name four different causes of disease. What is bacteria? What is a germ? How does a healthy body combat disease? How does the blood combat disease?

How does vaccination protect a person against disease? Name three diseases that may be transmitted by droplets of moisture from the mouth or nose.

For references see:

Card-Index.

PROBLEM NO. 2. Sickness and Disease; Causes of.

Problem questions, directions, and things to do:

What are germs, or microbes? Can they be seen with the naked eye? How can they be seen? Conn. p, 203. Find out what "micro-organisms are; Protoza; Bacteria; Be careful and get an understanding of their definitions.

Find out something about the interesting story of Louis Pasteur. What was his great contribution to mankind? Why was this so important in the fight against disease? Met. Life Ins. Bulletins.

Who was Walter Reed? Who was Edward Jenner? Who was Edward Livingstone Trudeau? What great contributions did they make to the health of mankind? Met. Life Ins. Bulletins.

Make a list of some of the useful purposes that germs, or microbes serve. Conn, pp. 124, 139, 157, 169, 40. See: Hunter, Civic Biology *Index*.

What harmful things are caused by germs? In what ways can disease germs be spread? How do disease germs get into our bodies? Conn. p. 203; Hunter—*Index*.

Can you tell simply, how germs cause disease? Payne—IV, pp. 99; Hunter—*Index*.

What are contagious diseases? What is the meaning of *quarantine*? Why is it necessary? Why is it wrong for children living in the same house with a contagious disease to attend school? Payne IV—p. 155; Conn pp. 212 to 242; Hunter—*index*.

What is meant by a "toxin"? What is an "anti-toxin"? H. H. pp. 224, 242, 245, 246 (*Anti-toxins*); H. H. p. 221; (*Toxins*); Hunter—*Index*.

What is meant by a *natural* immunity against disease? By *acquired* immunity? Conn. p. 256.

For references see:

Card-Index.

-ASSIGNMENT HELPS-

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ASSIGNMENT TOPIC

The Co-operative Fight to Conquer Disease. Preventative Hygiene.

Use this topic for your Assignment Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Disease; Health; Germs; Sickness; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. The prevention of diseases easily spread by the discharges of the nose and the throat. Case studies.

Problem questions, directions, and things to do:

What specific preventative measures can be taken against the following diseases:

- a. Common colds-broncho-pneumonia-enlarged glands.
- b. Measles.
- c. Scarlet fever.
- d. Whooping cough.
- e. Diphtheria.

TOPIC:—The prevention of diseases less easily spread by the discharges from the nose and throat.

Find out what specific preventative measures can be taken against;

- a. Tuberculosis.
- b. Septic sore throat.
- c. Pneumonia.
- d. Infantile paralysis.
- e. Spinal meningitis.
- f. Glanders.

For References See:

Mc Issac Chapter XI Disinfection and Quarantine

Conn—Whole book, Bacteria, Yeasts, and Molds in the Home, pp—213 to 268.

Case System Book VII Chapters I, II.

Williams and Oberteuffer—pp—151 to 171;

Payne—pp—160 to 161—Vol. IV. See pp—160-161—Chart on communicable diseases. **Excellent reference.**

Red Cross Manual

Card-Index.

PROBLEM NO. 2. The prevention of diseases from the surface of the body, and those spread from animals, insects, etc.

Problem questions, directions, and things to do:

The prevention of diseases spread from the surface of the body—find out all you can about the prevention of

- a—foot-and-mouth disease.
- b—small pox.
- c—Infection (hands, feet, etc.)
- d—tetanus or "lock-jaw"
- e—trachoma
- f—ophthalmis

The prevention of diseases which people get from animals, insects, etc. What specific preventative measures can be taken against:

- a—Malaria;
- b—Plague;
- c—Typhus fever;

For references See:

Case studies VII Ch. III, IV.

Mc Isaac—Ch. XI (Disinfection and Quarantine)

Red Cross Manual—Home Hygiene and care of the Sick.

Payne—IV—pp—99 to 118, and pp—155 to 178;

Health Habits—pp—217 to 268;

Conn—Bacteria and Yeasts in the Home—pp—213 to 268;

Williams and Oberteuffer—Ind. Hygiene—pp—151 to 228; 67 to 84.

NOTICE!!—This assignment is continued on the next page. (See over)—

PROBLEM NO. 3. The prevention of diseases spread by the discharges from the intestinal tract.

Problem questions, directions, and things to do:

What specific preventative measures can be taken against:

- a—tetanus
- b—infant diarrhoea
- c—cholera
- d—impure water
- e—typhoid fever
- f—hookworm

See: Williams and Oberteuffer—Ind. Hygiene—pp—151 to 172;

For references see:

Health Habits—pp—217 to 259;

Payne III—pp—61 to 94;

Payne IV—pp—99 to 118; 155 to 178;

Payne IV—pp—116 chart—pp—160 chart of diseases;

Conn—Bacteria; Yeast, and Moldes—pp—213 to 268;

Case System Hygiene Book—VII.

Red Cross—"Home Hygiene and Care of the Sick"

Note: Use the index **carefully** in each of the above references.

See: Hunter, Civic Biology,. Excellent reference.

Morgan and Flick—224 to 229

Home and Community Hygiene—Broadhurst.

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ASSIGNMENT TOPIC: Hygienic and Sanitary Provisions in the Home.

Use this topic for your Assignment
Heading Sheet.

ASSIGNMENT INDEX KEY TOPICS: Home Hygiene; Sick-Room; Under these topics in the card index will be found additional reference cards for this assignment.

PROBLEM NO. 1. Hygienic and Sanitary Provisions in the Home. A study of accepted standards of home Hygiene.

Problem questions, directions, and things to do:

1. Discuss the importance of the influence of the home upon our life away from home.
2. Is cleanliness of any value other than in the prevention of infection?
3. What is the best way to sweep floors?
4. Discuss the reasons for cleanliness in the bathrooms.
5. What things are to be looked for in a correctly ventilated room?
6. How can one secure adequate ventilation in a home?
7. What is meant by "humidity" and what has it to do with "feeling the heat?"
8. Why is outdoor air of greater value than indoor?
9. Describe a desirable kind of sleeping quarters.
10. Where in the kitchen are insects likely to breed? What can be done to prevent this?
11. What far-reaching effects does the intelligent selection of food have?
12. What is the best way to secure a balanced diet?
13. Discuss the advisability of giving infections immediate care.
14. What is the best way to treat small cuts?
15. What is the best way to treat sprains?
16. What are the causes of constipation? Discuss the two suggested ways of caring for it.
17. What is meant by the "fallacy" in self-diagnosis?
18. What chances are taken when one fails to call a reputable physician in case of illness?
19. What is meant by "isolation?" By "quarantine?"
20. How can the public health nurse be of service to the family?

For References See:

Card-Index: Home Hygiene; Sick Room;
Williams and Oberteuffer, pp. 173 to 206;

Hough and Sedgwick
pp 530 to 580;

PROBLEM NO. 2. The SICK ROOM In The Home. The care of the sick at home and home hygiene

Problem questions, directions, and things to do:

Why is quiet so necessary in the sick room at home? Why should all disturbing noises be eliminated during sickness?

Describe the things to do in preparing a room for a patient.

How should the soiled clothing and other things from the sick-room be cared for?

What precautions should be taken at all times to prevent the spread of disease from the sick-room? Be specific and explain. Why would this be extremely important in the cases of contagious diseases?

What lessons can be learned from knowing something of the management and methods used in hospitals? Can some of this information be applied at home? How?

How may the sick-room be disinfected after the illness is over? Is this always necessary? Explain?

What is the value of cheerfulness in the sick-room? Has the mental attitude any relation to the curing process? How?

What should be done about the lights in the sick-room? Should they be made available for the comfort of the patient at all times?

How should the dishes from the sick-room be cleaned after use by the patient? Should they be washed in very hot water? Why? Should dishes in the home ever be washed in luke warm water? Why not?

For References See:

Health Habits pp-375;
Conn-"Bacteria, Yeasts, and Molds" pp-266

See: Card Index—Sick-Room.

We and Our Health, Payne, III and IV;

Hough and Sedgwick, pp 530 to 580;
Williams and Oberteuffer-pp-173 to 207.
Red Cross Manuals;

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3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statement. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotations marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any book, magazine, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit, Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing you assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazine papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim, Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one half-inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE- I have **carefully** read all of the above instructions* and have **complied** with each to the best of my **ability**.

Directed Individual Assignment and Research Plan

Beverly Trade School, Beverly, Mass.

Leslie R. Jones, Academic Instructor

IMPORTANT

Follow the instructions carefully as outlined in the six assignment helps at the end of this assignment, otherwise no credit shall be allowed. For further information and directions for completing this assignment see the **Assignment and Library Reference Manuals**.

ASSIGNMENT TOPIC: Personal Health Inventory

Use this topic for your Assignment
Heading Sheet

ASSIGNMENT INDEX KEY TOPICS: Health; Hygiene;

PROBLEM NO. 1 Individual Health Inventory. A survey of your present health and plans and procedure for its maintenance; Individual health analysis.

Problem questions, directions, and things to do:

The importance of good health and a neat wholesome appearance as factors in success cannot be overestimated. These are not the only factors, to be sure, but they are extremely important for a sound beginning and for a successful continuance of industrial activity. Without these priceless endowments we are working under circumstances that do not favor nor foster success and progress.

Your health has a direct relationship to your earning power. As a worker you should do everything possible and necessary to maintain your health after entering industry. If this is not done your earning capacity will be less than it ought to be. You will pay the bill for any neglect to your health, and its cost may be much more than you wish to pay.

After entering industrial work it often happens that proper care is not taken to maintain and continue your health and appearance. This may happen from several causes. Usually it is carelessness, indifference to the consequences, or a feeling of security that often to neglect of his or her personal hygiene. Whatever the cause may be, there is no excuse that is sensible. Others take you as you are, and if ill health and poor personal appearance make you unfit for your industrial activities, you are the loser, ALWAYS. Others will condemn you for this neglect and you will pay the cost in full.

It never pays you to become slovenly and careless about your daily work, whatever it may be. Anything worth doing is worth doing well. Successful craftsmanship comes from the carrying out of this simple truth. A poor or slovenly piece of work is never worth the time it takes to do it. It is bad advertisement for the worker. Sooner or later the result of poor workmanship, whether it is caused by ill health or by carelessness, will collect its own toll in deflated earning power, less wages, and poverty, in extreme scales.

Other things being equal, a worker with good health and good health habits of living, and a clean wholesome appearance, is worth more to his employer than a worker who is sickly and untidy in his personal hygiene. Therefore, assuming that these things are true without further proof, let us consider what can be done to insure our possessing these valuable assets.

The work of this assignment consists of completing the "Individual Health Analysis Chart" which has been designed especially for this purpose. This chart sheet will help you do this work effectively in the proper form. Fill in the information asked for CAREFULLY and THOUGHTFULLY. Do not do any written work until you have used the following references as thoroughly as time will permit. After reading these references you should have sufficient accurate information to enable you to finish out these charts intelligently!

For references see:

Tolman, pp. 2 to 7; 18 to 38;
Brewer, pp. 409 to 416; 35 to 37;
Payne Vol. 3, pp. 47 to 59;
Broadhurst, pp. 315 to 319; Also, see index;
Hill, pp. 135 to 216;
See index under industry, also.
Williams pp. 131 to 281

Hough and Sedgwick, pp. 440 to 589;
Williams and Oberteuffer, pp. 205 to 215;
Fisher and Fisk, pp. 145 to 153; 107, 20, 119;
King and Barnard, pp. 62 to 64; 43;
Hunter, pp. 186 to 187;
Bussey, pp. 48 to 52;

(over)

—ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotation marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE — I have **carefully** read all of the above instructions* and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

Name _____

INDIVIDUAL HEALTH-ANALYSIS CHART

Date _____

Shop _____

PERSONAL HEALTH INVENTORY. HYGIENE-HEALTH, THIRD YEAR NO. 4.

HEALTH FACTORS	SELECTED REFERENCES	1. RIGHT CONDITIONS	2. WRONG CONDITIONS	3. SUGGESTED REMEDY PLAN
These units are the personal health factors to be considered for the work of this chart. Consider each carefully.	Use these references carefully when gathering information and making your conclusions, summaries, and suggestions.	Write in this column the conditions that should be found according to accepted standards of personal hygiene and health. Make your statements clear and definite in their meaning. Summarize your findings carefully!	Write in this column the wrong conditions that would be found where accepted standards of personal hygiene and health are not found. Make your statements clear and definite in their meaning!	Write in this column the definite things that can and should be done to correct the wrong conditions as found and listed in section No. 2, at the left. Make all statements clear and definite in their meaning!
1. HAIR Cleanliness; Proper care of; Combing, etc;	Williams and Ober- tenffer, pp. 54; Tolman, pp. 18 to 19; Bussey, pp. 56 to 60; Williams, pp. 50 to 51;			
2. EYES Care of; Examination of; Conservation of eye- sight;	Hough and Sedgwick, pp. 282 to 293; Williams, pp. 335 to 347; Winslow, pp. 189 to 196; Health Habits, pp. 328 to 340;			
3. EARS Care of; Examination of; Practical tests for hear- ing ability.	Hough and Sedgwick pp. 309 to 303; pp. 482 to 484; Bussey, pp. 91 to 95; Williams, pp. 347 to 350; Health Habits, pp. 341 to 348;			
4. TEETH Proper care of; Cleanliness for health and appearance; Examination of;	Hough and Sedgwick pp. 488 to 501; pp. 273; Bussey, pp. 42 to 45; Williams, pp. 16 to 20; Winslow, pp. 66 to 71.			
5. MOUTH, NOSE, and THROAT Proper care of; Absolute necessity for cleanliness; When to seek the ad- vice of your Physician;	Bussey, pp. 70 to 75; Hough and Sedgwick, pp. 486 to 488; pp. 494 to 509; Williams and Ober- tenffer, index; Williams; index;			
6. HANDS and FEET Proper care of; Trimming the nails; Cleanliness of;	Williams and Ober- tenffer, pp. 55 to 57; Tolman, pp. 24 to 25; Hough and Sedgwick, pp. 504 to 513; Bussey, index;			
7. ELIMINATION of WASTE etc., from the BODY; Bowels and Kidneys; Care of skin; Bathing for health and cleanliness;	Tolman, pp. 25; Will- iams and Ober- tenffer, pp. 58 to 60; Hough and Sedg- wick, pp. 214 to 222; Bussey, index; Health Habits, index;			
8. VENTILATION of the SLEEPING ROOM Proper attention to the air in the home and shop;	Bussey, pp. 39 to 32; Williams, pp. 318 to 321; Tolman, pp. 25 to 28; Williams and Ober- tenffer, index; Fisher and Fisk, index;			

INDIVIDUAL HEALTH ANALYSIS CHART

Continued—

HEALTH FACTORS	SELECTED REFERENCES	1. RIGHT CONDITIONS	2. WRONG CONDITIONS	3. SUGGESTED REMEDY PLAN
<p>These units are the personal health factors to be considered for the work of this chart. Consider each carefully.</p>	<p>Use these references carefully when gathering information and making your conclusions, summaries and suggestions.</p>	<p>Write in this column the conditions that should be found according to accepted health standards of personal hygiene and health. Make your statements clear and definite in their meaning. Summarize your findings carefully!</p>	<p>Write in this column the wrong conditions that would be found where accepted standards of personal hygiene and health are not found. Make your statements clear and definite in their meaning!</p>	<p>Write in this column the definite things that can and should be done to correct the wrong conditions as found and listed in section No. 2, at the left. Make all statements clear and definite in their meaning!</p>
<p>9. EATING HABITS</p>	<p>Williams and Ober- teuffer, pp. 39 to 48; Hough and Sedgwick, pp. 416 to 431; Bussey, pp. 14 to 22; Winslow, pp. 82 to 84; Fisher and Fisk; index;</p>			
<p>10. SLEEP, REST, and RECREATION</p> <p>Value of these factors to healthful living;</p>	<p>Bussey, pp. 30 to 37; Tolman, pp. 9 to 12; Williams and Ober- teuffer, pp. 49 to 52; Winslow, pp. 109.</p>			
<p>11. CLEANLINESS</p> <p>Physical and Moral; The importance of bodily and mental cleanliness to health- ful living;</p>	<p>McIsaac, pp. 109 to 112; Bussey, pp. 38 to 40; Winslow, pp. 293 to 245; Hough and Sedgwick, pp. 400 to 510; Fisher and Fisk, index;</p>			
<p>12. CLOTHES; Proper Clothes for all occa- sions and these in prop- er condition; Value of clothes to appearance and to success;</p>	<p>Winslow, pp. 148 to 151; Hough and Sedg- wick, pp. 148 to 151; Bussey, pp. 62 to 65; Tolman, pp. 29; index.</p>			
<p>13. BODILY PAINS</p> <p>Headaches, Pains, etc;</p>	<p>Hunter, pp. 202; Hough and Sedgwick, pp. 303 to 307; Fisher and Fisk, index;</p>			
<p>14. CLOUDS; Nose, throat and chest infections; Preventative measures;</p>	<p>Winslow, pp. 227 to 228; Bussey, pp. 73 to 75; Williams and Ober- teuffer, pp. 55 to 58; Tolman, pp. 200 to 208;</p>			
<p>15. PERSONALITY POISE, and DIS- POSITION.</p> <p>Factors that make for personality, cheerful- ness, character, etc;</p>	<p>Fisher and Fisk, pp. 105 to 137; Bussey, pp. 38 to 40; Williams and Ober- teuffer, pp. 164 165 Payne Vol. 4, pp. 100 to 101. Health Habits 80 to 84.</p>			
<p>16. MEDICAL EXAMINATIONS,</p> <p>Value of periodic exam- inations to the exten- sion of life and health;</p>	<p>Williams and Ober- teuffer, pp. 104, 01, 219, index. Fisher and Fisk index.</p>			

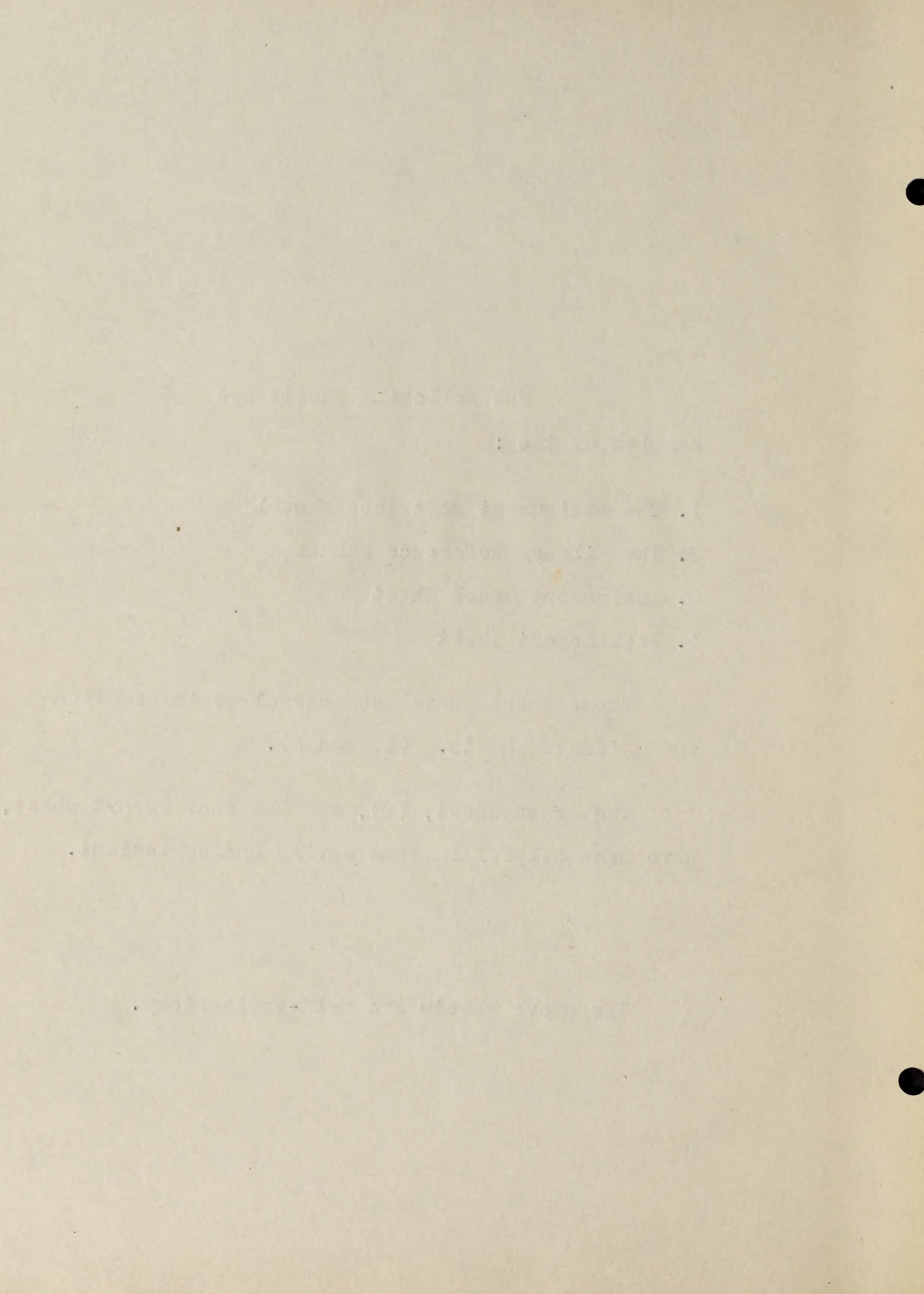
The following sheets are
samples of the :

1. The Assignment Reference Manual
2. The Library Reference Manual
3. Assignment Graph Sheet
4. Book Report Sheet

These sheets have been useful as information
and guidance sheets. (1, and 2).

The graph sheet, (3), and the book report sheet,
have been helpful in time saving and convenient.

The above sheets are self-explanatory.



-- ASSIGNMENT REFERENCE MANUAL --

—IMPORTANT—

An outlined working plan of the important steps in the solution of problems and the completing of assignments. Throughout your work, the suggestions given on these pages should be kept in mind and followed carefully so that, as you progress in each assignment, the data, your findings, and your conclusions will be in acceptable form.

No. 1. Definite steps in the solution of problems

Find out exactly what the problem is and what is required.

No one can solve a problem unless he first of all, knows what he is trying to do. In other words, *define the problem clearly, first.* Before you start a search for your answer ask yourself, "Do I really know what I am trying to find?" If you do--go ahead. If you don't, find out before going any further. Follow the problem questions, suggestions, and things to do, carefully. This will prevent you from wandering away from the problem you are trying to solve.

No. 2. Finding the information needed

Determine where you can or may find a reference that will give you some of the desired information. This may take you to the library, to the shop, to your home bookshelf, or elsewhere. Information is not always easy to find but usually something is available that will help you in finding your answers. You will find that everybody will be only too glad to help you. The following references will help you decide where to look for your information:-

a. Books available in the class study library

These are always at hand and should be used at all times as a start in your search. Information found here may be added to from other sources, but *this is a good starting point.* In using class references, be very careful to put every book or pamphlet back in its proper place, so it will be available for the next person. A little thought here will be a help to everyone.

b. Books in the school library

Library permits may be obtained at the desk for library study outside of the classroom at the beginning of each period according to the plan being used at the time of request. Regular assignments to the large school library will be made as per schedule. Special permits may be had as above. Cards may be obtained so that books can be taken for extra study and reference. The librarian will be glad to tell you how to get one.

c. Newspaper, magazines, etc.

Newspaper, magazines, etc.

Sometimes information of a current nature may be found in these sources. However, great care should be exercised in using information thus selected unless it is by a well known authority. Clippings from news papers, magazines, etc, will add greatly to the value and of

interest to your assignment papers. These may be suitably mounted on plain paper and included with your assignments. In such cases however, use only the material that relates directly to the problem you are solving. *Such extra work will count toward higher credit.* Miscellaneous or special clippings should be arranged in a special section by themselves.

d. Workers in industry

Sometimes workers in the shops can help you with your problems. If this information is used it should be carefully **checked as to accuracy** unless it is known that the giver of the information is **well informed**. This warning is given because "opinion", as such, is usually of little use in getting at the real facts of any problem.

No. 3. Using the index and table of contents

Usually the index is at back of the book, while the table of contents is at the front. Each is a valuable help in finding out what is in the book in more or less detail. Indexes and tables of contents are for just this purpose. They help the reader to find details of information and act as sort of an outline or summary for the entire book. Many times the information can not be found unless a careful search of the topics in the index is made. As an example: If looking for information about "first aid", it would be well to look under such heading as: accidents; cuts; wounds; antiseptics; disinfectants; falls; injuries; poisons; antidotes; bandaging; emergencies; etc.

No. 4. Selecting material and information

It is plain that all of the material found can not be used. Only sections that are selected as meeting exactly the needs of each problem should be taken and included in your assignment paper. This requires your best judgement. Do not discard useful material. Summarise it and take short direct quotations to illustrate your findings. When given quotations, always give the name of the book, the author and the page or pages where it may be found. Otherwise it is stolen material and of no value. If this is not done your work is of little value. Be very careful in this detail if you wish credit for your work.

No. 5. Getting information at the library

If, at any time you need help in finding a reference while at the library, ask the librarian, he or she will be glad to help you at all times. The **USE OF THE CARD INDEX, WHERE ALL BOOKS ARE LISTED BY AUTHORS, TITLES, AND SUBJECTS,** will give you the book numbers, etc, which should be copied and presented to the librarian, who in turn, will get the book or reference for you.

No. 6. Taking notes from your references

It is a good plan to take notes directly onto your assignments-papers as you go along. This saves copying over again, and saves much time that would otherwise be lost in recopying your notes to their finished form. If care is taken pencil may be used with excellent results. Use ink if possible.

a. Each question or problem should be answered in order on your assignment paper. This will greatly assist in correct ing and grading your work. Don't copy any of the long printed questions from your quarterly assignments. You may abbreviate the questions to indicate what you are answering, as you go along using the short questions as topics.

No. 7. The use of clippings, sketches, graphs etc

Include clippings, graphs sketches, etc.. They will add to the interest and clearness of your paper. Extra credit and higher grades may be obtained by this extra interest and effort on your part. Also, when you are writing out your assignments, insert your smaller drawings, graphs, sketches or clippings in with your written work, leaving a small space or margin around them to make them stand out clearly. You may find several cases in reference books where this is done, and you will notice that it adds much to the interest and clearness of the book arrangement.

No. 8. Assembling and arranging your finished assignments

When assembling your finished papers, use the "heading"

sheet, carefully filling out the information asked for. This is useful in the recording of your credits and for other information. No credit can be allowed unless this is done.

No. 9. "Quizzes" and "Check-ups"

Checkups will be given to determine whether or not the work and the associated ideas have been satisfactorily covered and learned.

No. 10. Making up lost work

All pupils absent from classes may receive back assignments to be completed for makeup requirements. these of course will have to be done outside time.

Never fail to check up on lost work, and when such work is completed pass it in immediately for credit and adjustment. Unless this is done no credit shall be allowed.

No. 11. Additional Special Notes:

—ASSIGNMENT HELPS—

1. Do as much careful reading of the references given as time will permit before attempting to do any written work on this assignment.
2. Have all work passed in **clean, neatly arranged, thoughtfully and carefully written. Use ink if possible!**
3. Have all references **clearly** indicated in the margin space of your assignment papers. This means name of book, author, and the page, pages, or chapters used as a reference for your statements. **Use several references**, that is don't take all of your references from one book.
4. Enclose with **quotation marks**, (" ") all phrases, lines, or paragraphs **copied directly** from any reference book, magazine, newspaper, or any other source of information.
5. Clippings, sketches, and graphs from newspapers, magazines, etc., make your paper more **interesting** and worth more credit. Collect and arrange them week by week throughout the entire quarter, don't attempt to collect them all in one day. Also, when you are writing out your assignments, insert a few small drawings, sketches, graphs or clippings, leaving a margin space around each as is often done in books, magazines papers, etc. You will notice that these sketches and clippings, if carefully arranged, will make your assignment more interesting. This will also add to the credit value of your work.
6. Remember, **quality** rather than **quantity** should be your aim. Make your statements, conclusions, and summaries **intelligently and accurately**. Be very careful of your spelling and punctuation. Use a dictionary whenever you do not clearly understand the meaning or use of any words with which you are unfamiliar. Use both sides of composition paper and make all reference margins about one and one-half inches wide at the **left side of each paper**. Put your name at the top of every piece of paper used in your assignment, otherwise, if it becomes separated it is **difficult to identify** the pages, and they may become lost.

NOTE — I have carefully read all of the above instructions* and have **complied** with each to the **best of my ability**.

SIGNED _____ Date _____

*NOTE: See Assignment and Library Reference Manuals.

LIBRARY REFERENCE MANUAL

Reprinted from the Beverly High School Student's Manual

Important: Keep this information in your note books at all times for reference purposes.

Library Rules

For the benefit of the entire school a few regulations have been necessary. Each pupil is expected to willingly co-operate in observing them.

All pupils are welcome to use the library, provided they are using it for library work.

(See section on Library slips).

Quietness is necessary for the proper functioning of the library. Each pupil is expected to be quite and orderly at all times.

Fountains pens may be used at the tables, but no ink is to be brought to the library in bottles or ink wells.

The two conference rooms adjoining the library may be used by pupils at the request of a teacher and with the approval of the librarian. Not more than two pupils shall use a conference room at one time unless special permission is obtained from the librarian.

Library Slips

A library slip is required from each pupil using the library during the school hours, but no slip is needed either before or after school.

Library slips are issued by the teacher for whom the work is to be done.

Leave the small part of the slip with the teacher when she signs the slip.

Bring the large part to the library when you come. It will be collected during the period.

Pupils who have study periods on Friday may spend them in the library reading books or magazines, if they obtain a slip from the librarian before 8:10 Friday morning.

How to Find a Book

The books in the library are arranged on the shelves in numerical order, according to the Dewey Decimal Classification system, which separates all books into ten classes with numbers as follows:

000-099 **GENERAL WORKS:** Books that deal with many subjects, such as encyclopedias, almanacs, etc.

000-199 **PHILOSOPHY** Psychology, ethics, etc.

200-299 **RELIGION:** Christian and non-Christian beliefs.

300-399 **SOCIOLOGY:** Government, economics, law, education.

400-499 **LANGUAGES:** Readers, grammars, dictionaries, etc, in all languages.

500-599 **SCIENCE:** Mathematics, astronomy, geology, botany, etc.

600-699 **USEFUL ARTS:** Medicine, engineering, home economics, etc.

700-799 **FINE ARTS:** Architecture, music, paintings, etc.

800-899 **LITERATURE:** Poetry, drama, essays in all languages.

900-999 **HISTORY:** Travel, collective biography (giving the lives of several persons), histories of all countries and all ages.

The Card Catalogue

The card catalogue answers these three questions:

- What has the library by a certain author?
- Has the library a book by a certain title?
- What has the library on a certain subject?

The catalogue is arranged alphabetically. Look for the book you want under the author's name, the title of the book, or the subject, as you would find a name in a telephone directory.

Example: The book entitled "The Outline of Science" by Thompson, may be found under the authors' name, Thompson, in the drawer lettered T; under the title, "Outline of Science", in the drawer lettered O; and under the subject science in the drawer lettered S.

Example, Lincoln in the catalogue drawer lettered L.

The number in the upper left corner of the card indicates the location of the book on the shelf.

Example, 808.5-B87 on the card means that the book will be found on the shelves marked Litterature or 800-899.

Borrowing Books

Books should not be taken from the library at any time until they have been properly charged at the desk.

Most books are loaned for over-night and should be returned before 8:15 the following school day.

If a book is not in special demand, it may be kept for two weeks.

To Reserve a Book

Books may be reserved for home use or for a special period by making application at the librarian's desk.

A reserved book will be held at the close of school until 2:15 and no longer unless special permission is obtained from the librarian.

Magazines

The library receives regularly the following magazines:

Atlantic Monthly
Bookman
Current History
English Journal
Forum
Harpers' Monthly
Literary Digest (weekly)
National Geographic
Outlook (weekly)
Popular Mechanics
Reader's Guide
Review of Reviews
School and Society
Scientific American
Scribner's
Time (weekly)
World's Work

Magazines are not to be taken from the library during school hours except when special permission is given.

Current numbers may circulate after school, but must be returned by 8:15 the next morning, school.

Current numbers are kept on the magazine rack. Back numbers may be obtained by applying at the desk, and unless in special demand, may be borrowed for two weeks.

The Readers' Guide

Magazines are indispensable for current affairs. I would be almost impossible to find the various articles which have appeared on a subject were it not for the magazine indexes.

The Reader's Guide is such an index and is subscribed to by our library.

Students will find in the Reader's Guide subjects treated in the various magazines' listed alphabetically by author title and subject. Each number should be consulted in exactly the same way as a dictionary. The Readers' Guide refers to the exact magazine, volume, page and date where the article may be found.

For instance, if information on aviation is desired, in alphabetical order in the Readers' Guide look for the subject aviation. This is a sample entry from in the April 1932 Readers' Guide under the subject AVIATION

Flight from Artic to Equator. W. Mittelholzer. il. maps Nat. Geog. M. 61: 445-98 Ap. '32.

Using the key to abbreviations, found in the front part of each number, one finds that Flights from the Artic to Equator is the title of an article written by W. Mittelholzer and printed in the National Geographic, volume 61, on pages 445-498 of the April 1932 issue.

HINTS FOR USING THE READERS' GUIDE

For current events or any general subject begin with the latest number and work backward. Notice the number of pages the article covers to help you select the type you desire, either long or short.

If you are looking for pictures, maps, etc., notice the abbreviations, for they show whether the article is illustrated

When you consult the readers guide, write on a piece of paper the name of the magazine, its date, the volume number and page on which it begins.

Finish using the Readers' Guide as quickly as possible as others may be waiting to use it.

Handle the bound volumes carefully, as they must serve many people in the future.

PICTURES, CLIPPINGS, PAMPHLETS

The material in the vertical file is being organized, Requests for pictures, clippings of all kinds, and pamphlets should be made at the desk.

CARE OF BOOKS

You like a clean book; keep your books clean for others.

Use a book mark, for turning corners of pages disfigures and loosens them.

Protect books from rain, snow, and dampness of any kind

A book is not the proper place to carry notebooks, pencils, paper, combs, powder puffs, or any article. This not only breaks the binding but is unsightly and unsanitary. for dampness warps a book.

Hints For Using The Library's Resources

	For
Dictionaries	1. General information
and	2. Brief accounts
Encyclopedias	3. Reference to other books
Special refer- ence books	1. More detailed information 2. Reference to other books
Card catalogue	1. Books the library has on the subject
Readers' Guide	1. Current magazine articles
Librarian	1. Pictures, clippings, pamphlets etc. 2. Suggestions for further research

ASSIGNMENT GRAPH SHEET

Name.....

Graph Topic:

Explanation of graph:

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are approximately 20 columns and 20 rows of squares across the entire page. The background color is a light cream or off-white. No text, drawings, or other markings are present on the paper.

References used from which

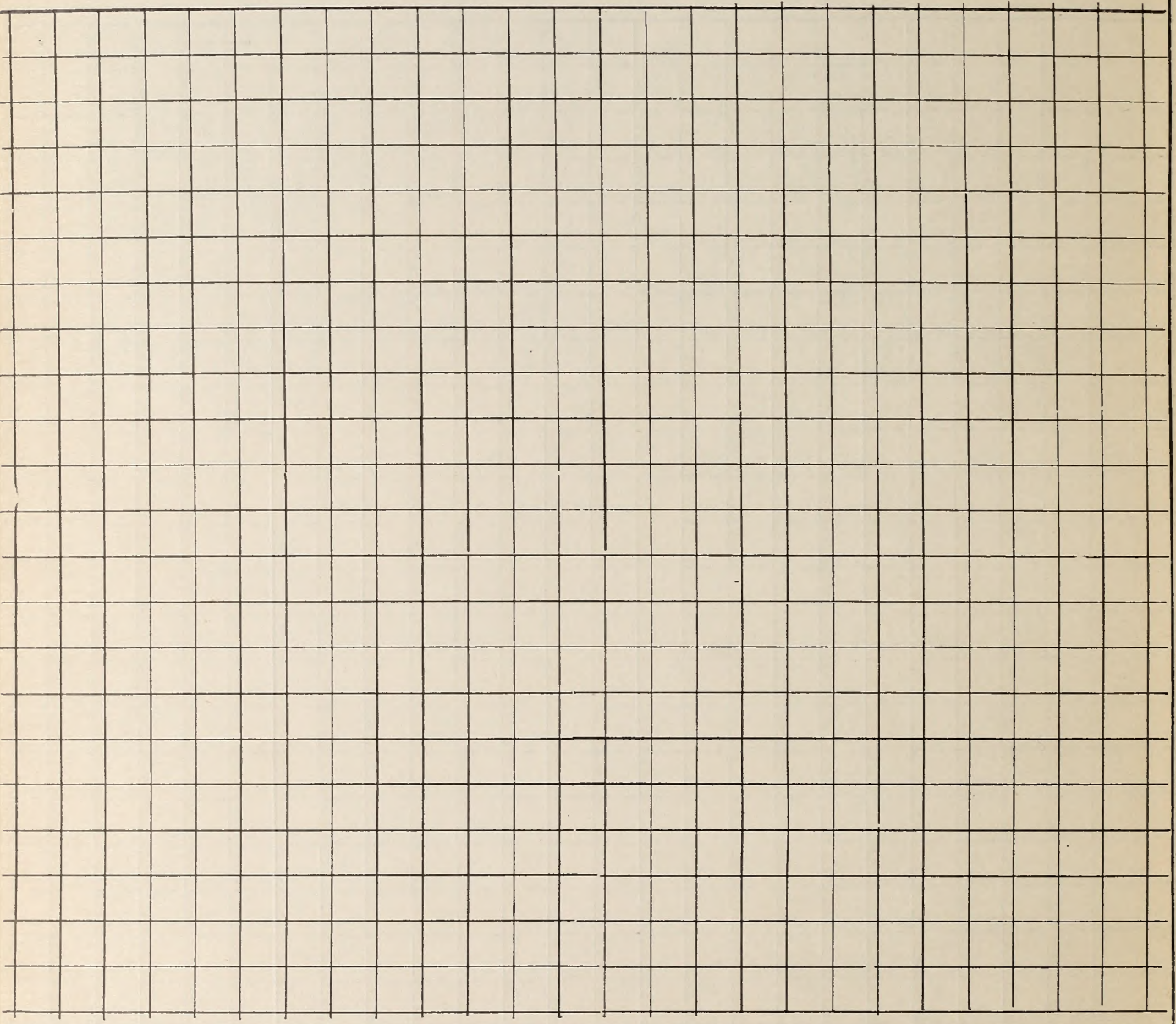
this graph was made:

ASSIGNMENT GRAPH SHEET

Name.....

Graph Topic:.....

Explanation of graph:.....



References used from which.....

this graph was made:.....

--BOOK REPORT SHEET--

Note: Use this form for submitting your
book reports for credit.
Fill out completely

Put approval
Double Credit Sticker
Here

Your Name.....Date.....

Name of Book Read?_____

Single Credit(check v).....Double Credit(check v).....

Name of Author:_____

What Kind of a Story or Book?_____

Who are the Chief Characters?_____

Where Did the Important Events of the Story Happen?_____

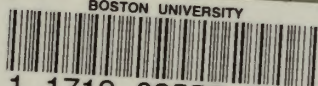
What Did You Like Best About the Book or Story?_____
(Describe and tell about the most interesting events)

Continued:

Criticism Praise or other Comments:

IMPORTANT: Register this book on your yellow “**Reading Record Card**” otherwise no credit will be allowed.

BOSTON UNIVERSITY



1 1719 02553 0553

